

Coach

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# SCHOLASTIC COACH



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NOVEMBER . 1931 . . . 25c

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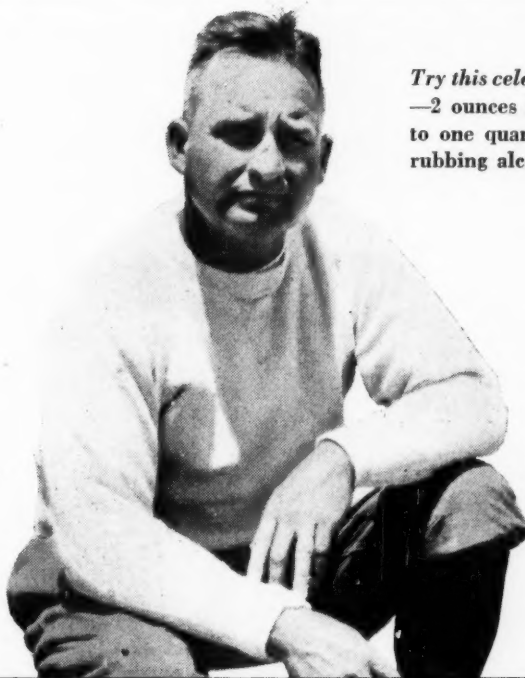
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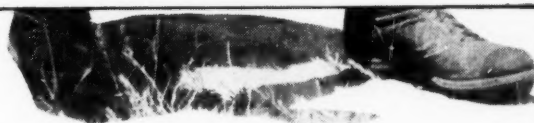
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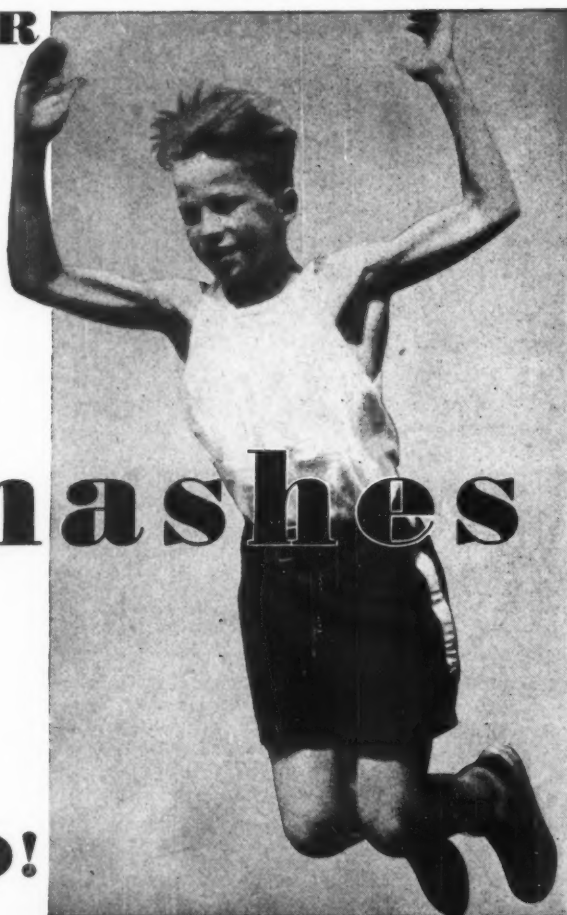
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give you extra  
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November, 1931

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# SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

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M. R. Robinson, President

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## WHAT REALLY MATTERS

While we commonly look upon athletics as predominantly physical, we are coming to realize as never before that their greatest and most lasting values are spiritual. Greater perfection in the playing of the game is always to be sought after, but all of this is the stalk which nourishes the real flower of the real process—fine sportsmanship. Where this is not true athletic activities do not justify themselves. They cannot be neutral in the building of manhood and womanhood; they must inevitably contribute either good or evil in the making of character.

We must set our minds to the fostering of these spiritual values in sport—frank and fair dealing between schools; elimination of all unworthy tricks in the playing of games and the substitution of nothing for hard clean play; and above all an appreciation of skillful playing and fine sportsmanship on the part of spectators.

This last represents our supreme task. The will of the crowd to win by any means just to acquire satisfaction constitutes the biggest problem in high school athletics today. Means must be found to change this attitude of spectators. The school which ignores the problem will find itself trailing hopelessly before many years are passed. For like all other problems in education it will be found that this one will yield to determined, intelligent, and tactful leadership.

L. L. FORSYTHE,

Member, Editorial Advisory Board, Scholastic Coach.

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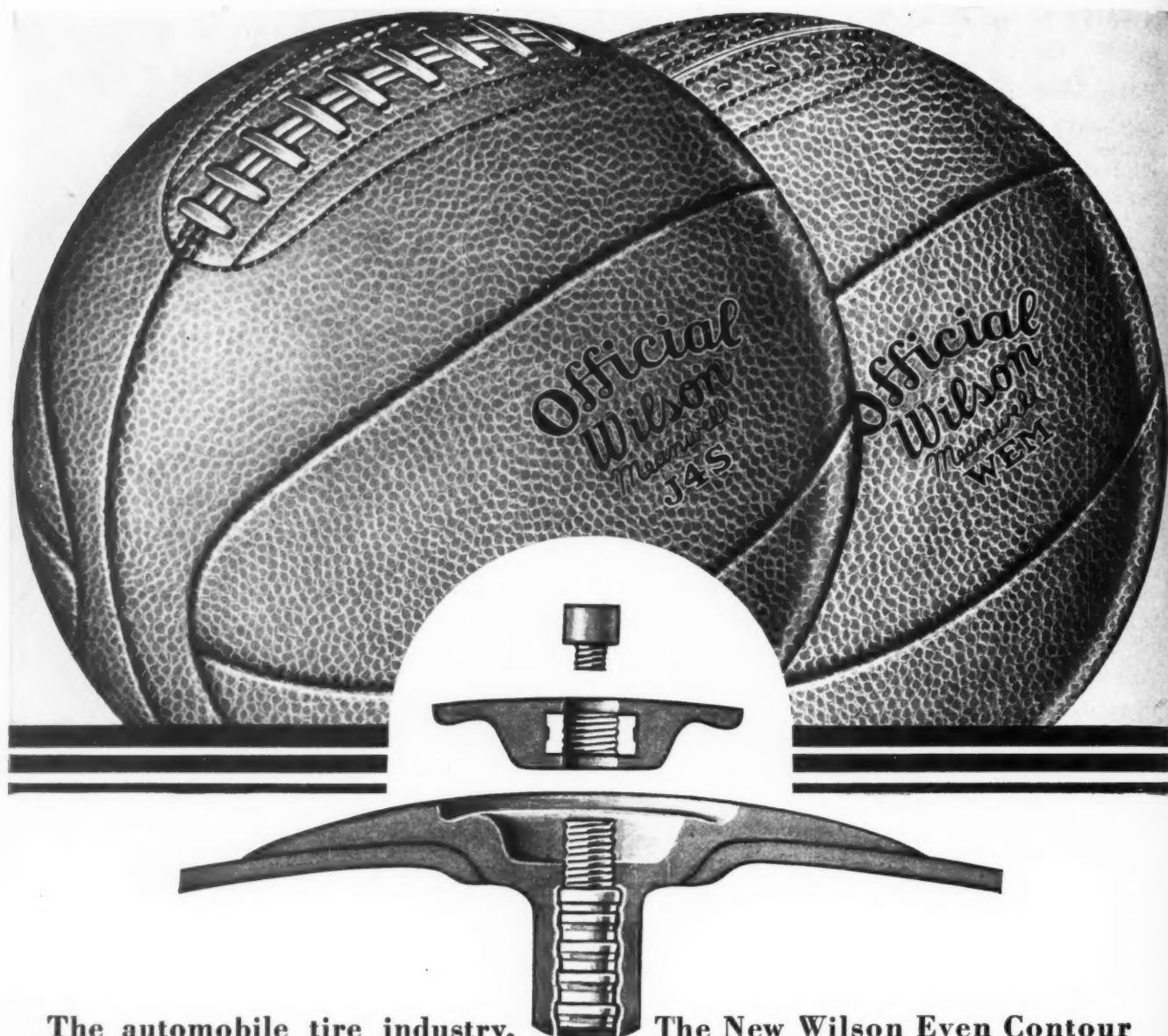
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JACK LIPPERT, Editor

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# SCHOLASTIC COACH

VOLUME 1, NUMBER 3

NOVEMBER, 1931

**I**T SEEMS to be a war without end that the reformers wage on football. Their biggest complaint is against the colleges, where, it is generally conceded, commercialization has gone too far.

High schools will do well to watch with infinite care and solicitude their own football growth, for it is a growth that quickly blossoms out in dollars. And with dollars growing right on trees some of our best people have been known to lose sight of the woods.

While we are in a critical mood, we want to voice objection to what seems to us a not uncommon practise among football coaches: we refer to the campaigns, many of them methodically set about each year, to keep their players "eating, sleeping and thinking" football at every turn. There is a type of football coach who seriously believes that football contains all the good necessary for the welfare of the boy from September to December, and were it not for the restraining hand of academic authority, would divorce his players from all contact with those things which, like French verbs and English kings, tend to take the mind off the serious business of football.

Every time we hear that another of these alpha and omega football coaches has sprung up, we have the impulse to write a letter to him containing one word in capital letters—BALANCE.

We ride on the band wagon to the extent that we believe that the football coach (and the basketball coach, too) has, in the main, more influence on the students under his charge than any other member of the faculty. And so believing as we do in this tremendous coach-exerted influence, is it any wonder that we tremble with anger every time we hear of the coach who loses all sight of the other fine things possible in a boy's life in order to make him into a super-special football player.

And what so often is the result of this subtler kind of over-emphasis on football? It tends strongly, we believe, toward making a serious life-and-death business out of something that ought to be a game. And, what is still worse, it has a tendency toward narrowing down the interests of a boy during the football season to a single thing—football. Thus develops a boy of one idea. This, as everybody knows, is not education.

**W**E ARE a faithful believer in football as a developer of character. We should like to see more boys playing the

game, playing it in the exhilarating freedom that is recreation. So firm is our conviction that the game when played as such has great value as a socializing and hardening influence (physical, although critics have maintained that the hardening is more often on the personality) that we are championing the cause of football for small boys.

There is, we have heard, much objection to boys between the ages of 11 and 15 playing football, but our experience over ten years in coaching them is that the game works a powerful good, and when the play is well supervised (and the boys well padded) the danger of injury is almost negligible. Boys who weigh from 70 to 115 pounds, if they are under 15 and are kept within their own weight class, cannot hit each other hard enough to cause serious damage; they have a natural way of taking bumps easily.

At this age they love the rough and tumble of scrimmage, and the thrill of throwing passes which actually spiral, and of drop-kicking and designing intricate double-pass and reverse plays which seldom work. This is all something that—well, we think boys should be exposed to. And so, if you don't mind, three long cheers and a double wing-back for football and for football coaches who can see beyond the goal posts.

## Prepare for Leisure

**I**F squash racquets does not become our national indoor game it will not be the fault of Harry L. Cowles, the Harvard coach, who has written so enthusiastically of his sport in this issue of *Scholastic Coach*. Mr. Cowles's firm belief that "within the next ten years the game will be played by more Americans than any other game", will no doubt startle some of our readers, as it startled us, but we were cheerfully ready to excuse the rapturous prediction knowing as we do that Mr. Cowles is sincere and that he is convinced that carry-over-into-life sports are the most worth while.

It is widely predicted by commentators on life and the future that the greatest heritage of the children of today and tomorrow will be leisure. The idea is to have everybody working a little instead of just a percentage of us working a lot. The problem, as we understand it, will be, and perhaps is now, to teach our people when they are young how to really enjoy the hours of leisure science and the humanitarian impulse are cutting out for them.

We must not depend on the movies and radio to occupy all our free time. Even the most sublime worshipper of wave-lengths could not stand this. Well, what will our freed people do? At this point we rise in our own enthusiasm with shouts of golf, tennis, squash racquets, badminton, fencing, handball, et cetera, et cetera.

In brief, our platform of action for cultivating one's leisure time contains a sports plank.

## Round Football

**Y**OU will recall that in the October issue of the *Coach* there appeared on the front cover, under the old football print of Robert Cruikshank's, the line: "Much of Yale Football This Year Will Go Back to the Days When the Ball Was Round."—Dr. Stevens, Yale Coach."

This aroused quite a bit of curiosity round the country, and many were the letters coming to our desk asking what the Yale coach meant. Frankly, we didn't know, but we had an idea that Coach Stevens did know, so we wrote and asked him to enlarge upon his statement. His reply:

Though the outward frills of football as played today have changed the game tremendously, especially in the eyes of casual observers, the basis of good football, both defensive and offensive, still consist of well-timed blocking and charging and clean vigorous tackling. Of course, the offensive and defensive system of play which a team may use are immensely important, but give any first class coach eleven ball hawks who execute the above three factors of play and he will not worry about his system. To say that Yale football will go back to the days when the ball was round, means only that every minute which can be stolen from the few hours in which there are to mould a team unit, will be devoted to instruction in these fundamentals of good football.

A high school coach would do far more for his players if he would send them to college well equipped with a thorough understanding of these fundamentals. Ball carriers are not as hard to find as blockers. Very few linesmen ever report to a



varsity squad with a knowledge of a good offensive charge involving contact with a snap and a follow up. If you equip your men with a complete knowledge of these prime elements of football, you are building upon rocks which will not crumble in the crisis.

MARVIN A. STEVENS.

### High Hat

**S**PEAKING of Yale, Harvard drew a storm of abuse upon her crimson head by refusing to join with other eastern schools in playing a football game for the Unemployment Fund. The refusal came in the form of a statement from President Lowell himself, saying in effect that relieving the unemployed was not one of a university's duties. A courageous dissension, no doubt, because President Lowell and Harvard were well aware what the popular feeling was, and is. Nevertheless, our belief is that Harvard and her president are wrong; that the present emergency calls for action regardless of precedent, position and prestige. It is unfortunate that our country has to resort to a surface-scratching method for relieving unemployment, but since that method is the only one which we can use immediately in the crisis to relieve hunger and distress, it must be used. Harvard has set a poor example, but there have been, fortunately, other institutions of just as much distinction setting a good example.

### No Hat

**H**ARVARD is not the only institution in the country that has a football team. Sing Sing prison has two of them. The penal institution, at whose head stands Warden Lewis E. Lawes, a noted authority on criminology, has taken up the game of football for reasons which are best told in Warden Lawes's own words:

"Prisoners come here because they haven't played the game according to the rules, and if we can teach them to play football and stick to the rules we're putting them on the road to becoming good citizens. Baseball has been extremely successful in this way, and I have no doubt that football would be equally so."

### "Those Two Imposters"

**O**UR humanitarian impulse gets the better of us each September at the beginning of the football season when we look at the list of scores in the newspapers and see things like this:

Abercrombie High	59	Fitch Tp. High	0
Deerawith Prep	73	Valhalla High	2
Aimee Sample Normal	104	Flinchburg High	3

Don't smile, because you may be next. How would you like to be in the second column? How would you like to be in the

first? If you ask us, we should prefer not being in either; we think it would be embarrassing in both places. It is like being between the devil and the deep sea. Excuse us if, in our juvenile way of thinking, we get mental pains and reformer's itch every time the football season starts, which is the signal for all the big teams to play all the little teams.

The colleges are offenders as bad as, if not worse than, the high schools. We wonder what benefit to the student body of the losing school accrues from a 50-to-0-or-worse score at the outset of the season? May we tell you of a conversation between two school men, without mentioning names? It is fact, not fancy.

First School Principal: "You have visited our school, Mr. Smith, at a time when our spirit is somewhat shaken. Yesterday our football team lost by a score of 44 to 0. It was the third game of the season, and the third game lost. We haven't even scored a touchdown in three games. There is nothing I can do about it. It just happens that this year our material is poor, and our opponents' material is good. We have the same coach this year that we had when we went through the season undefeated in 1929. But all those players are gone now. Sometimes I wish our school were like yours, which is never subjected to the ebb and flow of football results."

Mr. Smith (Second School Principal): "Well, sir, our boys occasionally plead with me to allow them to play outside games. As you know, all our football is intramural. Eighty-five per cent of the boys in our school actually play football; they do not sit on the bench. They play with great spirit, too, and are coached in what I believe to be thoroughly sound and up-to-date methods. We have to have six men on the staff who can coach football, but we feel that it is worth it. Our school, as such, has never dropped into the slough of despondency, as you say yours has, because when we play a game it is among ourselves and as a school we don't lose. Moreover, the players opposing each other in one of our games know each other quite well, and know just what the fellows playing opposite them are capable of doing off the football field. The quarterback of the one team knows that the center of the opposition is a writer of some promise, or that he is exceptionally good or bad in mathematics."

First School Principal: "In other words, football is a social game with you."

Mr. Smith: "Yes, we feel that it is all of that. But you must not receive the impression that we don't play football hard, and well. Or that we do not practise it thoroughly. If you would visit us, you would see for yourself that, while our football may have the social advantages of an afternoon tea, there the similarity ends."

First School Principal: "The way I feel now, I would like to try your method in our school, but it is out of the question. Football is controlling us, we are not controlling it, and the suggestion from my lips that we give up interscholastic football would have to be followed by my resignation."

### Welcome

**T**HE *Coach* extends a warm welcome to the Sportsmanship Brotherhood, whose official publication we become with this issue, and to Miss Alice W. Frymir, whose arrival on our staff places us in a better light with the ladies, where we like to be. Miss Frymir knows whereof she speaks in the realm of women's physical education, for she has seen service in various realms of the work, as player, teacher, administrator and writer. Her books on basketball, track, and field are well known. We hope you enjoy reading her copy as much as we have.

### Progressive Football

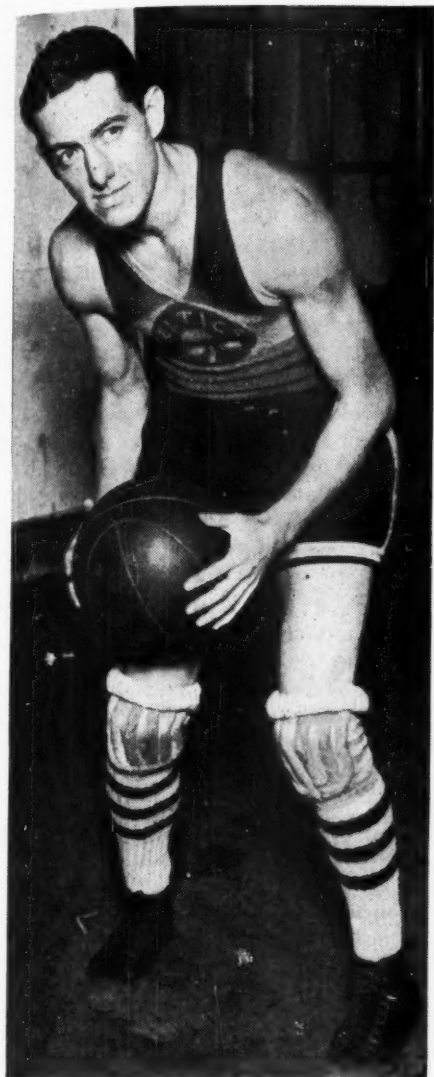
**T**HE player-control system of football advocated by Dr. Frederick Rand Rogers (see page 17) is progressive (using the word in its new educational meaning) in its method. In the so-called progressive system, in the field of art, for instance, you give a child paint, brush and a canvas. Then you let the child go to it. Asked what about teaching the child technique, many art masters say that that can come later, if the child's expression warrants it. But expression is the main thing.

Applied to football, what would such progressivism in method lead to? Precisely to what it leads to in art—a helter-skelter of stuff all of which is expressionistic, some of which has other merit. But football is pretty far removed from the field of art. It is more closely allied to the field of scientific warfare, and the big idea, Dr. Rogers, in case you have forgotten, is to beat the other team. And the best way to beat the other team is to call on the best available instruction, to call on the Chamber of Commerce, to call on God if necessary (some teams actually do pray for victory before the game).

Football is modified warfare; it is our best war game, and it is probably a good thing that we have it. We should rather see a boy playing with a football than with cannon and cardboard soldiers, for in football the object is not the death of the enemy, but merely reaching its goal line. We like to believe that the more football blood we have in our veins, the less our desire will be to kill the Germans, the Portuguese, the Italians and the Greeks. We like to believe this despite the fact that a lot of football was played in the United States before 1917. We are funny that way. We have great faith in human nature.

# BASKETBALL TRAINING AND PRACTICE DRILLS

By NAT HOLMAN



**EDITOR'S NOTE:** It is our opinion that Nat Holman is the greatest basketball player of the modern game, an opinion that is shared by most everyone who has seen him play. For this reason, and because all through his playing years (1917-1931), Mr. Holman coached first class teams at the College of the City of New York (where he is on the faculty in the physical education department), we believe that anything he has to say about basketball is worth listening to.

After three seasons with professional teams in eastern leagues, Mr. Holman joined the team which was destined to become one without a peer in the years between 1920 and 1929. On this team, the New York Original Celtics, which never lost a series to any team, and averaged 130 games per season all over the country, Mr. Holman was the pivotal player and guiding spirit.

His marksmanship at the basket, his unerring sense for moving to the right place at the right time, his generalship in evolving the perfect strategic move in the moment of need, were sources of wonder to the thousands who would go to see the Celtics because Holman moved among them.

For ten years he devoted his playing exclusively to the Celtics. It was not an uncommon thing for him to play an afternoon and an evening game, sleep in a Pullman and arrive back in New York in time to coach his college team. The Celtic players were uncanny in their ability to conserve their energy. On attack, they would often walk through formations in the mid-court, all the while waiting for the block which would free one of their players for a cut to the basket. The Celtics never took a shot unless they were in a position for it. They seemed always to have time to get set to shoot.

**T**HE opening of basketball practice at the College of the City of New York always leaves me with a double sensation—the anticipatory thrill of another season of coaching at a college where the game has become almost institutionalized in character, and the knowledge that there is again in prospect the work of whipping an untutored squad into shape for a strenuous season of play. I should like to discourse on the unique character of basketball at the City College, but I will have to reserve that for my next article in the *Coach*, as in this I am limited to a discussion of the training side of the game.

In talking of training, I make reference not only to the physical conditioning of the players, but also to the training in court technique and in the development of cohesive team play. But before a coach reaches even this preliminary stage, how is he to pick his squad? What are the criteria of basketball ability? Such a discussion is of signal significance to a coach at this time of the year.

The first turnout at City College usually shows a variegated lot of court performers, but it takes only a few moments to distinguish the natural from the unfinished player. The player who commands attention handles himself gracefully. He passes cleanly. He is fast and alert. He breaks sharply for the basket. To bring out these characteristics in a player I use a few simple formations which I will describe shortly. But no matter how crude a player looks at first glance, I never pass final judgment until after a few days. At the close of the first few practices, I permit impromptu scrimmages of about five minutes. In these scrimmages I either confirm my early doubts and suspicions about a player's abilities, or am agreeably surprised by the showing of a player who, although crude and awkward in his movements, shows enough aggressiveness to warrant my keeping him on the squad. No player should be dismissed before he has had a chance to display his ability in a game. In fact if you have coaches enough, no player should be dismissed.

In determining the fitness of my candidates, I use certain formations which can be used not only in pre-season training, but throughout the year, since they involve individual practice in those fundamentals—shooting, dribbling, passing—which are absolute ingredients in the make-up of a successful player.

The simple formations I use in the preliminary drills in passing, shooting and dribbling—so that the new candidates for

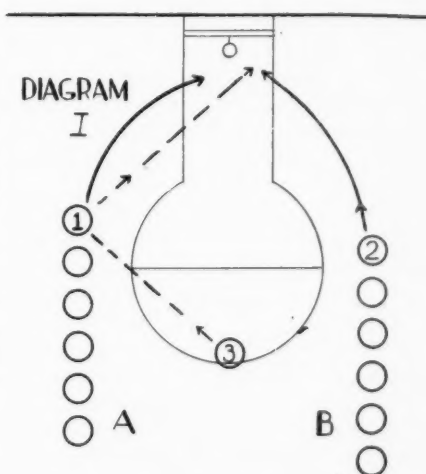
the team can be observed under circumstances not too difficult—are diagrammed here and on the next page.

In Diagram I is shown a drill in passing and shooting. The squad is divided into two lines, A and B. The player in the center (No. 3) does the passing. No. 1 and No. 2 break for the basket simultaneously. No. 3 passes to No. 1 who passes to No. 2, who shoots. No. 1 recovers the ball off the backboard and makes a return pass to the feeder. No. 1 then returns to line B and No. 2 to line A.

The formation in diagram II can be used for training in dribbling, shooting, and handling of the ball. We again have two lines, A and B. Both lines start behind the center of the court. The player in the first line dribbles down court. The player in the opposite line runs parallel to him. As the latter nears the goal, the dribbler makes a short pass to him. No. 2 shoots, No. 1 recovers and tosses the ball back, and both players return to opposite lines. The same formation can be used for practice in the various shots underneath the basket.

In the drill shown in diagram III, three lines are formed, A, B and C. Player No. 2 passes to No. 1 and delays while No. 1 passes to No. 3. No. 2 then breaks for the basket and receives a pass from No. 3.

These are some simple formations, and combinations can be multiplied almost indefinitely. But these maneuvers are

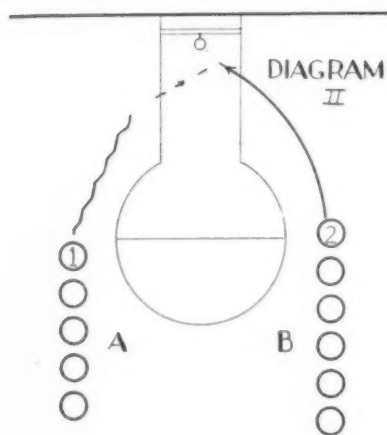


important only in so far as they teach the correct fundamentals of shooting, dribbling, and passing. Let me briefly discuss the mechanics of each of these.

There are three principal types of shots—the field shot, the foul toss, and the shot made underneath the basket, or the “lay-up” shot. In the field shot, the player acts with speed and precision. As



soon as he receives the ball, he looks at the basket, and gauges his distance. He clicks his feet together so as to provide the proper body balance, and holds the ball firmly in his hands. He keeps his eyes intently on the midpoint of the front rim of the basket, and tries to shoot it over the rim. I do not advocate the use of the backboard in field shots, because of the difference in resiliency of various backboards, and because of the fact that it is easier to keep one's eyes riveted on the basket rather than on any spot of the backboard, which is of one color. The ball is thrown with a spin in order to



give it direction, and distance is achieved by flinging the arms upward after the shot for the follow through.

In the foul shot I advocate the underhand toss. It is important here also to bisect the front of the basket mentally and to keep the eye fastened on its midpoint. The feet are spread apart, the arms held loosely at the sides, and the ball held firmly with the fingers, rather than the palm of the hand. The player bends his knees slightly, and brings the ball in between his knees with his wrists bent inward. The shooter does not leave the floor, but rises on his toes, and brings his arms upward for the follow through. The underhand method is the most natural and least tiring kind of shot.

In shooting a ball from underneath the basket, the backboard should be used. The player times his approach and then leaps into the air as high as he can. As the player jumps he removes his left hand from the ball (if he is a right-hander). The other arm is stretched overhead with the ball at the tip of the fingers, and the ball is made to carom softly off a determined spot on the backboard, depending on the twist given the ball.

In regards to passing, there are five important types of passes: the regular one-hand pass, the bounce pass, the chest pass, the two-hand loop pass, and what I term the "slip" pass.

In the regular one-hand pass, made to a player at a distance of ten feet or so, the thrower stands sideways, holding the ball slightly to the rear, one hand over the ball, the other under it. The ball is

brought up and thrown with a half overhand motion. The hand at the top of the ball keeps it steady and is not removed until just before the ball is thrown.

The bounce pass is a common one. When a player is so covered by an opponent that he cannot make a pass to a teammate through the air, he simply throws the ball on the ground—close to the opponent's feet, not close to the receiver's. The chest pass is a two-hand pass with the ball held in front of the chest and thrown with a quick flip of the wrists. The "slip" pass is completed at close quarters and the player with the ball twists his trunk and tosses it with a quick underhand flip into the stomach of the man advancing in his direction. The two-hand loop pass is made to a teammate who is well covered. The ball is thrown softly and with a loop over the head of the guard.

The mechanics of dribbling are quite simple. It is very important that the ball should be dribbled low. A high dribbler is in danger of having the ball slapped away. The ball should be pushed ahead with the palm of the hand, rather than bounced straight up in the air. The dribbler, moreover, should not keep his eyes glued on the ball, but should almost "feel" it, and keep his head up, ready to make a pass at a moment's notice.

I usually start practice at City College about eight weeks before the season opens. As I have indicated, I permit very little scrimmaging in the first week. But as the squad begins to shape up, I increase the amount of time actually devoted to play. I have never been strongly in favor of calisthenics or running for conditioning basketball players. The best way to learn basketball is to play it.

Pre-season practice sessions last about two hours. For the first twenty minutes the players engage in shooting practice. For the next twenty minutes, I usually address the squad on mistakes made in the previous day's workout, and bring up some new points. I then send the squad to the foul line. Each man shoots twenty-five fouls, and a record is kept on a chart by the manager of all the totals and announced at the end of each week. I devote the rest of the afternoon to scrimmage, and stop the players often to correct faults.

Improvement should be the watchword at every turn. One cannot do wonders with mediocre material, but a coach can at least have the satisfaction of knowing at the end of the season that his players have advanced in a knowledge and mastery of the game.

What are some of the weak points that a coach should be on the lookout for in the early part of the year?

**WILD SHOOTING**—A player who consistently takes off-balance shots is not a valuable team-man. A shot should be taken only when there is a reasonable

chance of the goal being made. Wild one-hand shots should be tabooed.

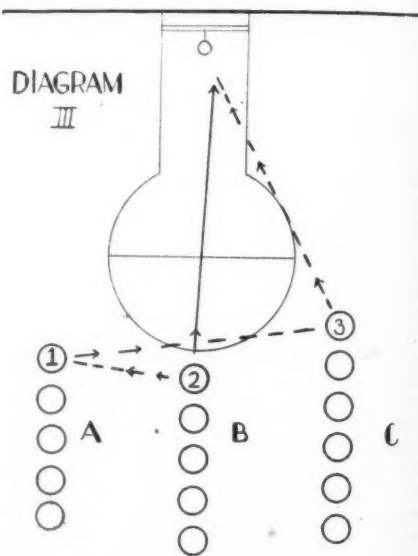
**INABILITY TO "SWITCH"**—The delusion that a player must defend his own particular opponent only, should be shattered. When a rival player is free the nearest player should cover him, regardless of whose jump-off opponent he is. Switching is the crux of the man-to-man type of defensive basketball. This man-to-man defense requires an intimate knowledge on the part of all players with the technique of defensive basketball.

**POOR PASSING SENSE**—The smart basketball performer must know when to pass, and even more important when not to pass. Long passes should be prohibited, unless a man is absolutely free. If there is the slightest chance of a pass being intercepted, it should not be made at all.

**EXCESSIVE DRIBBLING**—In modern basketball, the dribble is used primarily as a means of advancing the ball, and not as a means of dodging an opponent. A player who dribbles incessantly should be benched. He upsets team play.

**TURNING THE EYES ON THE DEFENSE**—The cardinal mistake in defensive basketball is to allow the eyes to wander from one's opponent to the ball. A player's primary defensive worry is his opponent in the man-to-man defense. If he can watch the ball and his opponent simultaneously, well and good.

**STEREOTYPED PLAYING**—A basketball player who consistently uses the same maneuvers is at a disadvantage. A



player should know how to use deception, to change direction.

These are some of the fundamental and commonly found weaknesses, which, if not discovered by a coach early in the season, may cause trouble and hamper efficiency throughout the year.

I have said little about the much discussed topics of diet and sleep. I say little because I do not pretend to be a

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# Everybody in the Game

By ROBERT E. LINDWALL

Lincoln High School  
Manitowoc, Wisconsin

JOHN DEWEY in his book, "The Quest for Certainty", stresses a dynamic education for a dynamic world. The schools of the past were not conceived in the light of democracy. The beginning of intramurals is the dawn of a new era in which there are no lines of demarcation; one in which even the poorest player is given an opportunity to participate in an activity to suit his interests, age, ability, and physical condition.

I feel that so many articles on intramurals have been from the university and college standpoint. In the past many of the organization and administration courses in colleges and universities have given out little information on high school intramurals. The university and college are beginning to realize that although the institutions of higher learning are the peaks of our so-called intramural pyramid, the high schools must be stimulated along those lines to complete the pyramid. For these reasons I am going to present material that I hope will be of practical value to the high school director planning to organize intramural activities or to one planning to enlarge the program. I feel the program mentioned (facilities permitting) with adaptation may be used in either a small or large high school.

My first suggestion to a director attempting the organization of an intended comprehensive program would be to start out with a few activities and gradually build up the program as facilities, interest, and experience permit.

The most important thing to us is the child's health. Therefore, our first consideration will be medical supervision. The Carnegie report shows that medical supervision is very lax in intramurals. After our medical examination we classify our students into groups: First, those who may participate in all sports; second, those of limited participation; and third, no participation at all. This also expedites the matter of special physical education work as heart cases, etc. Besides this, each student must get a medical permit card signed by his parents and family doctor. In Wisconsin this card entitles him to free insurance by the State Athletic Association.

## Insurance

The association pays for certain types of injuries that occur in sports or intramural activities. For example, if a man would fall down and break a collar bone in touch-football he would receive enough money to cover his expenses.

The Physical Education Department (in which athletics is included) of Lincoln High School has for its aim, "Intramural activities for every student" and carries on a completely organized program which attempts to bring every individual into some activity. The following specific objectives indicate in a more detailed manner the scope of our program.

1. To provide facilities and the opportunity for individuals to participate in supervised activities two to four times weekly.
2. A natural division of competition (age, weight, height).
3. Opportunity for extramural activities.
4. To provide such a wide variety of activities that every one could find something to suit his interests, ability, and condition.
5. Opportunity for competition with intramural teams of other nearby schools as an incentive, as well as the intraschool competition with talent of equal ability.

The success of intramurals will depend upon the degree to which it is able to unify itself with the physical education program. This is more of a problem in a larger system where the work might not be coordinated. In a small school where the coach is responsible for all the physical education this is much easier as he is the coach, intramural director, and physical education director. Before I explain briefly this amalgamation of departmental activity let me give you our intramural calendar.

September — Drop-kicking, punting, hiking, touch-football, cross country, life-saving tests.

October—Touch-football, hiking, speedball, cross country, life-saving tests.

November—Swimming, foul-throwing, life-saving tests, fencing.

December—Foul-throwing, basketball, water-polo, life-saving tests, fencing.

January — Ice hockey, basketball, water-polo, ice carnival, life-saving tests, fencing.

February—Basketball, boxing, water-polo, water carnival, fencing.

March — Indoor baseball, swimming meet, volley ball, life-saving tests.

April—A. A. U. tests, horseshoes, track and field meet, tennis, life-saving tests.

May—A. A. U. tests, baseball, horseshoe, model airplane flying, life-saving tests.

June—Complete May schedule.

Note that the sports overlap from month to month, and that each specific

## Intramural Sports Make Players of Us All, Which Is a Desirable End

sport is promoted during the season when interest is greatest in that sport. For example, in September the technique of drop-kicking and punting is taught to the boys just before the intramural contests in these activities. Hikes are taken during physical education periods stressing walking form and correct posture. The game of touch-football is also taught in this month. In October the technique of speedball is added to the other activities. I do not mean to suggest that our physical education program is entirely of an intramural nature, stressing only sports, for in reality we use these activities only as an addition to our regular program.

New York State has done especially fine work in using Rogers strength tests in forming competition groups for intramurals. However, many of the smaller schools are unable to afford the equipment necessary and to do this job requires careful testers. Nevertheless, a natural division of competition (age, weight, size) is an all-important consideration. Thus one of the greatest problems facing intramural directors in the high school is a logical method by which teams may be formed having a group loyalty and yet being evenly matched. Here at Manitowoc we have experimented with various divisions—home rooms, gym classes, club representation, age, weight, height; class weight and height regardless of age have been used.

Of techniques used in the past we have found the following one most successful: We call together all boys, for example, who wish to play speedball, then divide them into age groups so that freshmen, sophomores, etc., are separated. These class groups are divided into weight groups. Captains are chosen by the director or nominated by men present so as to have as many captains as there are teams wanted. Captains then choose their teams by rotation and thus a fairly balanced, successful league is formed. The director goes on the assumption that no one knows a boy's ability as the boys themselves do and they will choose individuals with ability, because every youth wants a winning team. It was realized of course that dividing boys into age groups (freshmen, etc.) was not a final basis of classification. In our experience (as verified by V. K. Brown of South Parks, Chicago) age correlates with performance with much more satisfactory results than height and weight or any combinations of the three factors. Our basis of division then is by assembling

(Continued on page 30)

# Time Out with a Winning Coach

By PAUL JENKINS  
As Told to Brady Black

*Editor's Note: Mr. Jenkins is coach of the Ashland, Ky., High School football team which holds three consecutive state championships to its credit. The Ashland team has not been defeated since 1925 and by no Kentucky team since 1922. Mr. Jenkins has not been coach that long for he is now only twenty-five. After his graduation from Kentucky University three years ago, he went directly to Ashland.*

**F**OOTBALL is no different than anything else. You get out of it only what you put into it.

Work hard; block hard; tackle hard. Master the fundamentals. Then you are well on the road to winning football games.

I would not say that my success at Ashland, Ky., High School in winning the scholastic championship of Kentucky three straight years is entirely due to the system I use.

When I stepped out of the backfield at Kentucky University into a coaching job I fell heir to some of the best material in Kentucky, the finest spirit and backing anywhere in the country, and as valuable an aid as I could wish for in line-coach Fayne Grone.

Perhaps one could take some other style of offense and be just as successful, but I lean to a variation of the double wingback system as used by Pop Warner and Robert Zuppke.

Our attack furnishes four threats, running of one formation. Behind good blocking it is difficult to stop and carries power plus. The double wingback is rarely used by high school teams, generally being considered too deep and

complicated for boys of high school age. That may be one reason it has been so effective for us.

To master it requires a great deal of practice. We begin actual building toward our team for the following fall in February, holding a coaching class of one hour's length twice a week. In these classes, which practically all football candidates attend, we take up and explain how to block, tackle, throw passes and all the other points of the game.

Having had this all explained to them during the winter, the boys have a chance to put it into practical use in the spring when we hold six weeks of spring practice. During this six weeks we drill the players on the various forms of blocking, proper methods of tackling, and give them the fundamental plays to be used in the fall.

Right here, I'd like to say that one thing which we stress is running. We figure if a boy can't run properly he can't play football, and some time each day during every one of our practice sessions is spent on running.

After the first week of spring practice we send the boys through their fundamentals each day and then let them play a game of ten minute quarters. This toughens them up and gets them used to thinking and acting under fire.

Some time each day is spent on blocking and tackling the dummy to give them the proper form. This is the way we always wind up our practice.

We also spend a good deal of time each day playing the teams against every

form of offense known to us so they will know the proper defense for any offense they may encounter. All the backs are drilled on how to throw passes in an effort to uncover new talent in this line, while an effort is made to develop all punters possible.

Since we usually open our season the first week of school, practice for our team starts about three weeks before school opens. The first week is spent on conditioning to get the boys in shape for the work to come. Calisthenics play a big part in this. During this week we also begin pass defense drills.

The end of the first week we take the pick of our material to a nearby camp where they can spend practically all their time out-of-doors and two sessions a day at practice as well as a skull practice in between. The first week at camp we are ready to start scrimmage, getting ready for the thumps and bangs of the season. We return in time for the opening of school.

From here on throughout the season our work runs along sort of a routine schedule which reads something like this:

*Monday*—Following game previous week. Loosen up to get the soreness out. Show the team the defense to be used against the team to be met next. Tell each player his mistakes made in the previous game and correct them. Practice punting and kicking off and practice running.

*Tuesday*—Go through fundamentals. Scrimmage offensive plays for 30 minutes. Scrimmage on defense for 20 min-



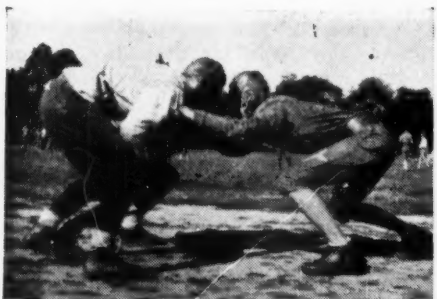




Handling the ball properly in the backfield is necessary to the success of the wing-back offense. Here the spinner, squatting with his back to the line, is passing the ball to a wing-back. The man taking the ball must keep his shoulder low to cover the ball from the view of the opponents. Screening it thus, he passes it quickly across his stomach to his off-hip. With two wing-backs passing the spinner thus, your opponents have difficulty determining which one of the wing-backs (if either) has taken the ball, or whether the spinner has kept it, or given it to the tail-back.



Shoulder-blocking aided by the use of the arms when one offensive player is assigned to break-out a defensive player at close range. The use of the blocker's arms as illustrated is legal because they are close to his body.



Two offensive linemen, shoulder to shoulder, "pin" a defensive lineman out of the play by concerted charging. If the snapping of the ball did not occur before the snapping of the camera's shutter, the defensive young man on our right would incur a five-yard penalty for off-side, assuming that the headlinesman was attentive to his duty.

utes. Run signals 20 minutes. Block and tackle dummy. Also continue practice on kicking and run some more.

*Wednesday*—Same as Tuesday except do everything ten minutes longer. Add pass defense practice of 15 minutes.

*Wednesday Night*—Skull practice for everyone. Draw up own plays and those of other teams and explain them. Give a pep talk to the extent team is to be keyed up for next opponent.

*Thursday*—Go down under punts. Go through all plays against dummy defense until team can run them perfectly. Have dummy defensive scrimmage against other team's plays. Work on pass defense for 20 minutes. Practice going down under kickoff twice. End up by blocking and tackling dummy.

*Friday*—Same as Thursday, but cut practice down to 45 minutes.

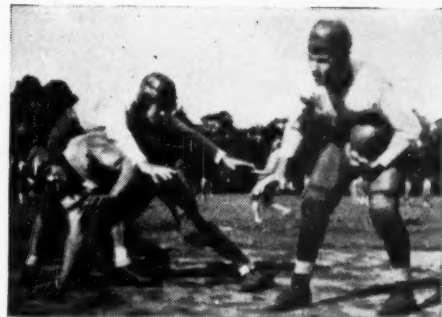
During the first week of practice we have each boy obtain a notebook in which we give him one or two plays each day to be used against both six and seven man lines until he has the complete list. He is required to study these in spare minutes so that they will be thoroughly understood and he will know exactly what he is to do on every play.

As is understood by all coaches and physical directors, plenty of sleep and the following of normal health rules is a necessary part of the training of any football team. Training rules should be strictly enforced.

Players here get the spirit of the team and get their bodies toughened up for the rigors of the game playing with the scrubs against the regulars. Boys who make the regular team usually spend a



This is what Knute Rockne called "double co-ordination". The defensive man is splitting through two offensive men who, shoulder to shoulder, have tried to block him out. He shoves one man aside with his hands and gives the other his shoulder and hip as he breaks through.



If every interferer in the open field took out would-be tacklers as effectively as it is being done here, your grandmother would have no difficulty reaching the goal line with the ball.

year on the scrubs, and sometimes longer.

Lots of work and determination with the right sort of training and most any team can win football games. You can't stop a team from scoring unless you know how to tackle and your own plays won't work unless you know how to block.

## Death of Sheridan, Army Player

ON A kickoff play in the last quarter of the Army-Yale game, Oct. 23, Richard Brinsley Sheridan, jr., of Augusta, Ga., Army end, met with a tragic accident as he ran down the field under the kick to tackle the Yale ball-carrier. Suddenly, and perhaps unexpectedly, blocked out of the play, Sheridan was hit in such a way as to break his neck. Under artificial respiration he lived for forty-eight hours, then died without having regained consciousness.

As a result of the tragedy, the kickoff as a play was again examined by the football critics. It is acknowledged to be the most dangerous play in football, because the blockers have more yards in which to gain momentum than they have on any other play in the game. And, moreover, the kickoff is the only play in football today which permits of the old-fashioned wedge. Six or more players of the receiving side can form in a phalanx and protect the ball-carrier by running pell-mell into the defensive tacklers. *Scholastic Coach* believes that much that was put in the newspapers about the tragedy was out of place; much of it reeked of the kind of sentimentality one finds in cheap

motion pictures. It is too bad that so many editors of sports pages do not know even how to handle with dignity and simplicity a thing of this kind.

Among the press items concerning the tragedy was one that we particularly liked. It appeared in F. P. A's. column, The Conning Tower, in the New York *Herald Tribune*, and said:

"So home and to dinner and then after to the office and worked there for a bit, and learned with great sadness that Cadet Dick Sheridan that was so hurt yesterday at New Haven cannot possibly live more than a day or two, and yet I have a notion that the percentage of casualties in football is mighty low. But I think that there are many injuries received that are considered slight which lower the health or efficiency of the player years after, for often have I seen this or that person who said, I cannot walk far without my legs beginning to hurt, or I cannot play singles on account of the injury I got in football twenty years ago. And I feel that I would far rather that my boys would play football and take a chance of being injured than to be too timid to try to play at all."



# Play Squash Racquets in School

It Is Another of the Fine Sports That Can Be Carried into Adulthood

By HARRY L. COWLES  
Harvard Coach



MR. COWLES

ONE thousand Harvard students play squash racquets daily on the college courts. There are more than fifty courts, each unit of the new House Plan having its own set of them. The game has taken firm root at Cambridge. It holds attention because it is a virile game and easy to learn. It has grown without any appreciable assistance from the schools. It started as an old man's game. It is now the college boy's game. There is no earthly reason why it cannot be the schoolboy's game.

Perhaps because I have been associated with the development of squash racquets since the game got its first foothold in New England, I have been asked times without number: "Do you think squash racquets is a good game for high school boys?" My answer is: "An excellent game. A boy learns to think quickly, to act quickly, to be a good sport. There is no place in squash racquets for a boy who is not a good sport. Bodily contact is inevitable in the small space that is set aside for the game. The boy who will not give his opponent a right of way would be well-advised not to buy a racquet. Squash racquets requires self-sacrifice."

"But," the questioner asks, "don't you think squash racquets is too strenuous for school boys?"

And my reply must be in the negative. A high school student has definite physical limitations. Nature provides the stopping point for a boy who is playing squash racquets for exercise. There is danger if a boy's parents or a coach urges him to indulge in excessive competition, just as there is danger when a

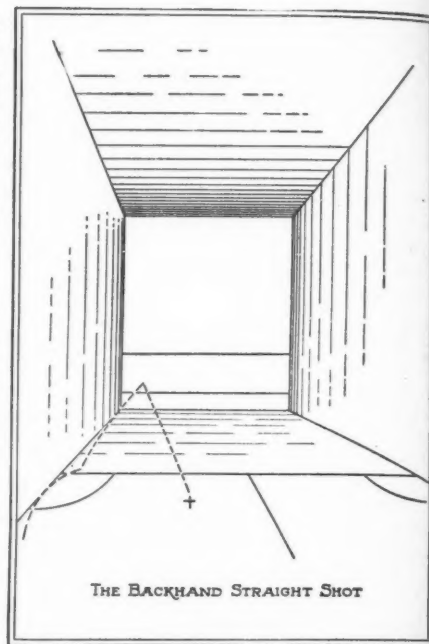
school football coach does not remove from the field a player whose efforts have left him so exhausted that he is susceptible to injury. Just as a basketball player, or a hockey player can overdo. But the game of squash racquets has so much to commend it to the young idea that I would unhesitatingly state that it would be a worth-while addition to any high school athletic program.

Nor is it essential that the boy be a robust physical specimen to take up the game. My experience has been that there is no exercise more stimulating than a twenty-minute period on the squash racquet court. It takes time to learn the game; it takes patience to master the stroke-production and to figure the angles on the four walls, but the effort is well worth the reward, because this is a game which can be played for twenty years after a boy has ended his high school days.

When a beginner comes to me for squash racquets instruction, I can tell before I have seen him swing a squash racquets "bat" half a dozen times whether he has ever played tennis or baseball. Only the other day a Harvard senior reported to me for tennis instruction. I could tell almost instantly that he was new at any ball game. And one of his first remarks was: "Gosh, how I wish I'd played tennis or something before now. I've done nothing in college except row."

A year ago last fall, at the Harvard-Michigan football game out in Ann Arbor, Fielding Yost took a group of Easterners to the wonderful Winter Sports Building which his organizing genius helped to erect. There were more than twenty squash racquets courts under one roof—all idle. I was told that the game had not taken hold with the undergraduates. One reason was because the initial expenditure of \$5 to \$9 for a racquet dulled the ardor of some who might turn to the game.

I have not heard how squash racquets is progressing at the University of Michigan or in other mid-western centers of education, but I do know that it is sweeping the East like wildfire. Yale's new Payne Whitney Memorial Gymnasium will house twenty courts. The game is firmly entrenched at Princeton, Pennsylvania and Trinity. Amherst is erecting courts. Dartmouth has a new squash racquets unit to its gymnasium, erected at a cost of \$100,000 during the past summer, which contains ten singles and one doubles court. Smith College at Northampton, Mass., is the first women's col-



lege, to my knowledge, to install courts.

The secondary schools are gradually but surely building courts. St. Paul's School in Concord, N. H., was the pacesetter in providing squash racquets courts for its students. There were courts there long before the game was introduced at Harvard. St. Mark's School in Southboro, Mass., and Groton School have sponsored the game of "Fives" for many years, and this game has provided the start of many of Harvard's leading players. More recently Middlesex School in Concord, Mass.; Belmont Hill School, Country Day School in Newton, Mass.; Milton Academy and Brooks School in North Andover have built squash racquets courts. Exeter has them; Andover hasn't. Thus far few high schools have courts, but I feel that the time is not far distant when the city and town authorities will build courts for their students.

It requires relatively little space to install a squash racquets court. The official measurements are 32 feet long by 18½ feet in width and 16 feet in height. The rules are not unlike those which apply to handball. The scoring is somewhat similar to those of racquets or handball. There are four walls and the ball can be played off each of them. The game provides exercise quickly and even a single player can benefit from batting the ball about.

A service line is marked across the rear of the court, ten feet from the back wall. A semicircle is marked on the floor as a service box. The player must keep one

(Continued on page 29)



Catherine Hardin, four times golf champion of the Fort Smith, Ark., High School

## SCHOOL GOLF IS GROWING

By EARL U. HARDIN

*Editor's Note: An attorney at Fort Smith, Arkansas, Mr. Hardin has made golf his avocation in a thorough and public-spirited way. His work in giving golf to the high school students of Fort Smith, and in organizing the game on democratic principles for men and women, is well known in official golfing circles.*

**F**OUR years ago, I was called on by the Fort Smith superintendent of schools, J. W. Ramsey, and the principal of the high school, Elmer Cook, to assist them in introducing golf in the public schools.

A protecting canvas was put up in the gymnasium and the local professional at Hardscrabble Country Club, Frank Lewis, volunteered to instruct high school pupils and teachers in the game every evening. The result was that much interest was taken in this activity by teachers and pupils.

The fact that golf was requested by the administrators of the schools is particularly interesting. They held the theory that the more sports with carry-over value which the school provides for its pupils the greater service it will be rendering them. They also see the value of golf as a possible additional influence in keeping the family together in a real sense, and

in this day of multitudinous outside-the-home attractions for youth in which the parents are not wanted, such a factor is not to be ignored.

We have one family in Fort Smith where it is not uncommon to see mother, father and daughter playing golf together. We have another family where grandfather, father and son are to be seen on the links and still another where grandmother, son and grandson play together.

After golf was firmly established in the schools and credits given for it, the same as for any other sport, other schools in Arkansas began to take an interest in it and now it has become a regular part of the annual interschool athletic contests of the state. The school golf movement is rapidly spreading, without question, and I have had letters from all parts of the United States and Europe about our methods.

As a result of the enthusiasm created in golf by the schools taking it up, every town of over 800 population within a radius of seventy-five miles of Fort Smith now has a golf course. As a direct outcome of the school activity, these towns organized into what is known as the Two States Golf League. Having personally laid out some eight or ten golf courses at the request of friends in these towns, the next work I felt heir to was to organize these clubs into a league.

The activity of the Two States Golf League has had an effect on the communities that no words can describe. It has modified to a large extent the petty jealousies that have been age-old in the little towns. This league meets every two weeks.

As an outgrowth of the school league the ladies of several towns surrounding Fort Smith recently organized the Ladies Two States Golf League. At the first meeting more than seventy ladies attended and thirty-eight completed the 18-hole play and turned in their scores. Recently the second meeting took place and notwithstanding the fact that it was a rainy day, more than fifty ladies took part in the play at Poteau, Okla., and the schedule was arranged for every two weeks for the balance of the season.

As a result of the publications of scores made in these games, dubs are no longer afraid to play. Learning that others made big scores, too, they became less self-conscious about going out and playing themselves.

### GOLF AND TENNIS QUESTIONNAIRE

The co-operation of all our readers is asked in the survey being made by SCHOLASTIC COACH to determine to what extent golf and tennis are played in the secondary schools of the United States. Take a few minutes' time to fill out the questionnaire below and send it to 155 East 44th Street, New York, N. Y. Besides being a service to SCHOLASTIC COACH, your co-operation in this matter will no doubt have its effect on stimulating interest in the playing of golf and tennis in the schools. It may also lead to the adoption of a plan, contemplated by one of the national golf associations, whereby schools interested in having special instruction in golf could obtain it at no expense.

1. Number of students enrolled in your high school? .....
- Boys: .....
- Girls: .....
2. How many boys and girls in your school now play—Golf? ..... Tennis? .....
3. Do you, or anyone in your school, teach golf? ..... Tennis? .....
4. How many golf links are there in your city? ..... Tennis courts? .....
5. If SCHOLASTIC could obtain a competent golfer, without charge, to teach a golf class in your high school, would you arrange a class? .....
6. If you now have, or have had golf classes, how many students participated? .....
- If you now have, or have had tennis classes, how many students participated? .....
7. Does your school decide a golf champion: for girls? .....
- for boys? .....
- a tennis champion: for girls? .....
- for boys? .....
8. Has your school been represented in a city or sectional meet? Tennis .....
- Golf .....

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(Continued on page 28)

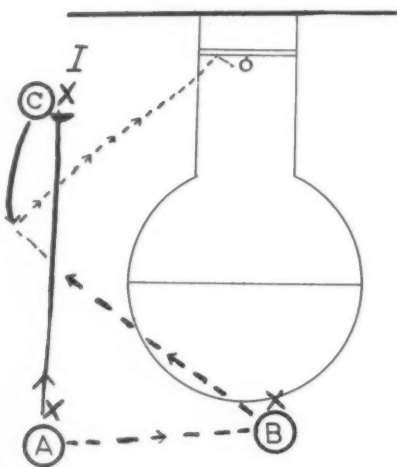


# The Status of Blocking

By JACK LIPPERT

THE one point, more than any other, which has given the basketball rules committee pause for concern is the question of blocking. And the reason that the legislators are slow at arriving somewhere on this question is that the ideal of basketball as they see it is not consonant with the way basketball is played by the highly coached teams. A college basketball player, a member of the team which won the Eastern Intercollegiate League championship last season, remarked to us the other day: "Can you imagine an up-to-date basketball team that does not block?"

Now, as we all still know, blocking is prohibited by the rules and there are no two ways about it. The newest version of the rules (1931-1932) delicately omits that reference to blocking which was contained in the 1930-1931 official interpretation where it was stated: "Blocking occurs with men in motion only in the event personal contact is made, except in the following case: If a player



A has the ball.

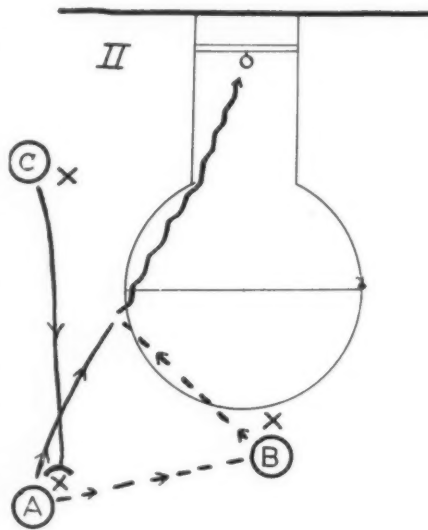
A passes to B and A runs straight down to block for C, as—

C comes out from corner to receive, in his new freedom, pass from B.

attains a position on the floor which results in cutting off an opponent and subsequently makes any movement or motion which impedes the progress of the opponent cut off, a block has been committed.

"Note: A Player in motion on offense but not in possession of the ball is deemed primarily responsible for committing blocking.

"If this statement is helpful in eradicating blocking and in emphasizing that 'playing the ball' is the chief fundamental of basketball, it should be adopted."



A has the ball.

A passes to B and cuts toward basket as—

C blocks for him.

A, free, may receive a short pass from B and dribble for shot, or do a number of things.

Now all this has been omitted from the new official rules-comments, for the committee no doubt was in a quandary. It was again, we believe, a question of the basketball ideal conflicting with the reality. The matter is very much up in the air; the special sub-committee appointed to submit comments on blocking, and also pictures, did this, but the material never got into print. Hence, the 1931-1932 Guide is with us and again we know no more about what the legislators think of blocking than we did before; in fact, we know less.

Blocking will go on just the same, and by the time the 1932-1933 Guide is published the Joint Committee may have given the problem the further study which the Committee felt it needed before anything more was said about it in the rules.

If a prophecy is in order, ours is that nothing will be put into the rules which will change the status quo. Blocking, which now has a rule prohibiting it, is generally and openly practiced. What we prophesy is the removal of the disregarded "A player shall not block an opponent" (Rule 15, Sec. 10) and the substitution of a term which means what the basketball specialists seem to want, to wit, a rule prohibiting the blocker from causing personal contact against an opponent while he (the blocker) is in motion.

Basketball is more "scientific" with blocking than without it; that is, there is afforded a greater variety of offensive maneuvers by the use of blocking than without it. And

Basketball Is Confronted with an Ethical Problem Because of a Deficiency in the Rules

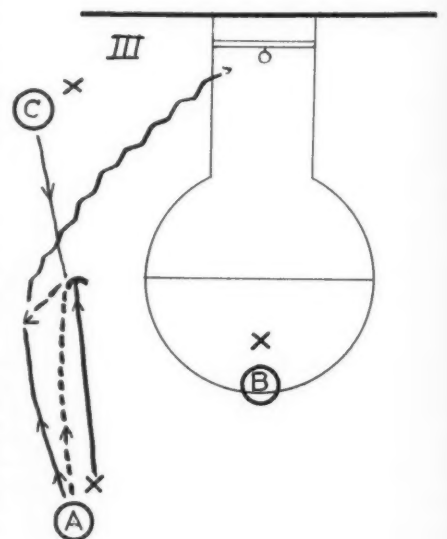
anyhow, teams which never set out to block do it time and again unwittingly. Are they innocent and the premeditating blockers guilty?

This is the point about which conscientious coaches have been troubled, I know. Of course the law-breaking has become so common that in many sections of the country blocking has the unwritten sanction of the basketball people, just as beer-drinking in New York (and elsewhere, from what I hear) is legal with most everybody except the authorities in Washington. That this tacit rules-breaking is not a good atmosphere for the rearing of sincerity and respect-for-the-law we all grant.

The block plays here published were diagrammed by an observer of ours who for three seasons of varsity basketball on a famous blocking team, played against the leading teams of the Middle-West and East. He is now a coach, and prefers not to have his name used, because he did not invent the plays.

"There is nothing new in blocking," he says, "every automobile driver knows what a 'legal block' is. There are plenty of blocks on the highways, but seldom a collision. You are penalized for the collision."

Many coaches who teach their teams block plays cite legal approval of their action by calling the maneuvers "screening" instead of "blocking". It doesn't make any difference



A passes to C who pulls out from corner.

As A runs in for a return pass "in the alley", his guard X will find it difficult to follow him, what with the traffic jam as C returns pass to A at close quarters.

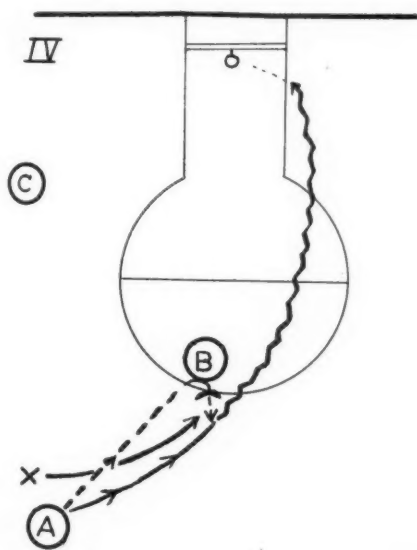
If freed, A will dribble in for a shot, unless the defense has shifted brightly.



O = players on offense  
 X = defensive players  
 - - - = path of ball  
 ——— = path of player  
 ~~~~~ = dribble  
 ——— = block

what it is called. It is all "impeding the progress of an opponent who has not the ball". And anything that does this is blocking. And all the block plays that we show here do this. But we are not ashamed, because we are one who believes that the fault lies in the rules and not in blocking, and that what is wrong is the rule and not the play. We also know that a number of honorable members of the rules committee feel as we, and thousands of others, do about it.

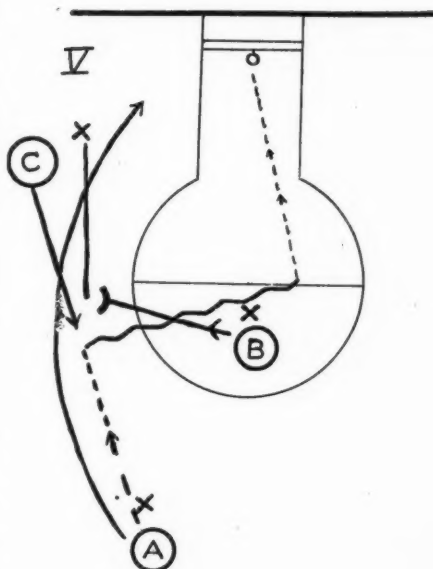
Oswald Tower, official rules interpreter and one of the great men of basketball, recently came to New York to interpret the 1931-1932 basketball rules. Also present to



A has the ball.

He passes in to B.

And the same thing ought to happen as developed in Diagram III, except that it is right instead of left.

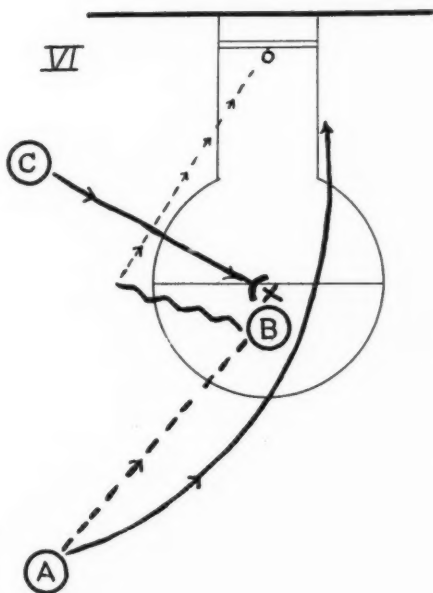


A has the ball.

C pulls out and receives pass from A, as—

B comes over from side to block for C as X, C's guard, follows C out.

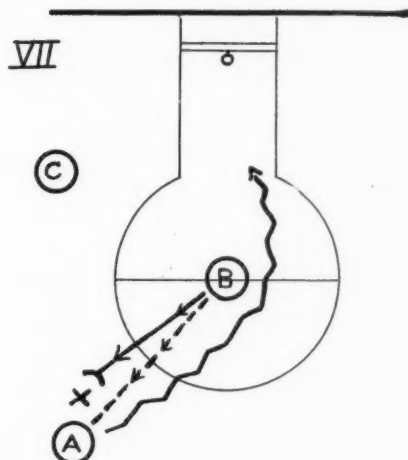
C should be free of X as C dribbles cross-court UNLESS B's guard, the other X (not indicated) has anticipated the block and wisely watched for C's cross-court dribble.



A has the ball.

A passes to B, who fakes a return pass cross-court as C emerges from corner to block for him. This gives B freedom on the left, which he utilizes by dribbling into the open, and shooting.

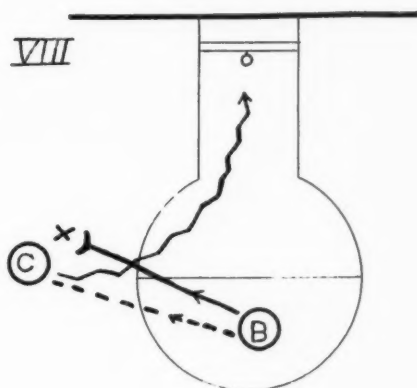
A is also open for return pass, making a sort of double-block.



B has the ball.

He back-passes to A, who fakes pass to C. B quickly blocks for A.

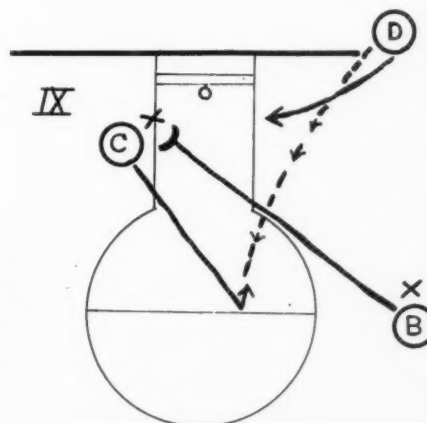
This is easy, because X usually does not see B.



B has the ball.

B passes to C, and—

Crosses over to block for him, C dribbling around the blocking. C first should quickly fake a dribble toward the sideline.



#### OUT OF BOUNDS BLOCK PLAY

D has the ball—out of bounds in his own end of the floor. He fakes to B, then fakes a long pass to the back-court, and then back-passes to C, who pulled out free, because B went in to block for him (C). A lot of possibilities here.

help were L. W. St. John of Ohio State and Major John L. Griffith, commissioner of the Western Conference. On this occasion we asked Mr. Tower whether the committee had any advice to give the conscientious coach who hesitated to teach blocking but felt almost impelled to do it in order to compete on an even (if not a fair) basis with teams

that used block plays. Mr. Tower of course could not speak for the committee; his role is one of interpreter of the rules as they are

(Continued on page 28)

# A Canadian Views Sportsmanship

By H. H. ROXBOROUGH

THE SPORTSMANSHIP BROTHERHOOD HAS THE FLOOR

ONE of the most popular pastimes today is that of "knocking sport for a goal". If you ask an otherwise normal citizen to express his opinion of modern games you will likely listen to such a vigorous accusation that, if delivered to a grand jury, it would result in the permanent banishment of sport from further human association.

Many will energetically declare that sport has ceased to properly function because the spirit of chivalry has died; that the desire to win is so dominant that the means of gaining victory are not considered and that the character-building qualities in sport exist only in the minds of visionaries.

True it is that a professional swimmer, in his moment of triumph, referred disparagingly to his beaten opponent and refused the congratulations of the conquered; a prominent junior rugby team was leading in a national junior championship match when the home club's supporters ran amuck and attacked the visiting players and the referee; a senior hockey team became so riddled with penalties that, at one moment of an important game, only two players remained on the ice; golfers have been known to appear so late at the starting tee that their keyed-up opponents have begun with a real handicap; tennis stars in increasing numbers have stopped play and questioned decisions while tennis crowds have registered hisses and boos; one-day tournaments have upset the tranquility of lawn bowling to such an extent that "pot-hunting" has increased and many bowlers would rather lose with a large score than win with a small total; and even cricket has had its lapses and the faithful followers who once confined their indignations to the sporting page are now occasionally voicing their sentiments right on the field of play.

But, after all, those indiscretions are but surface scratches for underneath them and despite head-lines and prevailing opinions, there is a wealth of fairness in play; for every player who quits or alibis or cheats there are hundreds who not only decline to cheapen sport but who definitely refuse to take any advantage to which they are not entitled. Do you question that belief?

Well, unfortunately, unpleasant incidents receive so much prominence that, as an antidote, there might be some real justification for us to recall just a few of the many instances of sportsmanship that have been observed by or related to us.

For example, Cliff Chylcott, a well-known all-around athlete, was once entered in the Ontario wrestling champion-

With this issue, *Scholastic Coach* takes over the circulation of *Sportsmanship*, the official publication of The Sportsmanship Brotherhood, Inc., an organization fostering and spreading "the spirit of sportsmanship throughout the world". It is with the feeling of being honored that *Scholastic Coach* turns over some of its columns each issue to the Brotherhood.

The annual luncheon of the Sportsmanship Brotherhood for discussion of the problems relating to sportsmanship in schools and colleges will be held at the Town Hall Club in New York on Monday, Dec. 28, at 12:30 o'clock. Lee F. Hanmer, chairman of the advisory committee of the Brotherhood, is in charge of arrangements.

Of interest to *Scholastic Coach* readers who may not have known of the Sportsmanship Brotherhood are the following names of men and women who are connected officially with the organization:

Matthew Woll, president; E. K. Hall, first vice-president; Devereux Milburn, second vice-president; Preston Davis, third vice-president; Ormond G. Smith, fourth vice-president; James G. Blaine, treasurer; Daniel Chase, executive-director.

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ships and his weight permitted competing in the 135-pound class. But he had been coaching other wrestlers in that weight and in heavier classes and did not wish to wrestle against his own pupils. To avoid this situation he entered a class where the competitors were forty pounds heavier than himself. Yes, he won.

Four seasons ago Percy Williams traveled east to the Canadian track and field championships. At the conclusion of the preliminary heats of the 100-yard dash it was evident that there were six finalists but only five running lanes and as Percy Williams and J. Brown of Edmonton had finished second in the two slower heats it was arranged that these two Westerners would toss for the fifth entry; the coin was flipped and Brown was the fortunate guesser. Now Williams, then almost unknown, had traveled half way across the continent for this opportunity to match his speed and he might well have registered disgust but instead he cheerily smiled, energetically shook Brown's hand and wished him the best of luck. Percy Williams' sportsmanship equals his athletic prowess.

At the last Olympic games, "Don" Carrick, Canada's light-heavyweight boxing contender, was being prepared for his second bout and the attendant had wrapped one complete roll of tape around his right hand, when the boxer inquired, "What are you going to do with my

other hand?" "Oh," was the reply, "I have another full roll for that one." "Well!" said the sturdy boxer, "You know I am entitled to only one roll for two hands so I don't want you to use two rolls." The single bandage was removed, torn in half and served for both hands as the rules declared.

Hockey is perhaps our most strenuous game and from those who are prone to criticize, it receives more "panning" than any other sport. Yet, it too has many records of outstanding honor. Two winters ago, West Toronto and Varsity III teams were playing an important semi-final game in the Ontario Hockey Association Junior series and with just a few seconds remaining the score was one-all. At that particular moment the play was close to the students' goal line and the puck was knocked in the air; then, while the players were excitedly battling, the rubber evidently bounded from a West Toronto player's chest and lodged in the Varsity net; the goal umpire's signal flashed its story; the referee, whose view had been blocked, permitted the score and the West Toronto's retired from the ice with a victory. But before the final game was played, the suburban team's executive made inquiries and eventually realizing that the goal had been illegally scored, they informed the Ontario Hockey Association that the referee had erred and

(Continued on page 19)



## The Lateral Pass Is A Dangerous Thing

Chick Meehan, football coach at New York University, one of the most modern exponents of the game, utilizing all the advantages of a smartly conceived, carefully planned aerial attack with a hard-running offense, believes that the football field is not properly adapted to the demands of lateral passing. "It takes plenty of room for a man to get under way on the end of a lateral pass," said Meehan, "and after he catches the ball he still has his yardage to gain."

"It's a simple matter to stop a lateral passing attack. Have your ends drift laterally with the man who is to receive the ball on the lateral pass, and have your tackle watch the ball carrier. By so doing, you invariably run the offensive player off the side line, without a gain and very likely with a substantial loss. Oh, of course we can't deny that the lateral is a valuable play as a threat, but as for a powerful method of attack, I can't see it."

Lou Little of Columbia is of the opinion that the real field of the lateral pass is beyond rather than behind the line of scrimmage. His viewpoint is already borne out in the plays employed by many Eastern and mid-Western teams. Last fall Kansas, playing Penn, completely confused the Red and Blue defense by means of a forward pass to an end who, upon receiving the ball promptly turned and tossed it backward to a halfback who was about six yards away from him. Since the defense had concentrated itself on the first receiver, the halfback was able to get away for a run. Luck was against him, however, in this instance, and he slipped and fell before gaining much ground.

Northwestern, one of the foremost teams in the country, showed a similar play against Nebraska this season. After a back, Potter, in this case, threw a pass to the end, Eyler, the latter tossed the ball to Rentner, who dashed away for a long gain. Such plays are difficult to stop, because it is necessary for the defense to divide its attention between two men.

### Drop-kick

Chaminade High School at Mineola, L. I., dedicated its new football field with the usual ceremonies and one that was quite unusual, if not unique. Instead of having the mayor or the governor "toss out the first ball", an aviator ascended in his plane with a football to which were attached the colors of the two competing teams, Lynbrook and Chaminade. The ball was dropped from the plane to the field as the two teams lined up in kick-off formation.

## Editing Women's Page For Scholastic Coach



ALICE W. FRYMIR

With Miss Frymir at the editorial helm, the Women's Department of SCHOLASTIC COACH makes its first appearance in this issue (see page 26).

Miss Frymir's name and work are well known in the field of women's physical education. Her books, "Basketball for Women" and "Track and Field for Women", and her official connection from 1924 through 1930 with national organizations in control of women's athletics, have placed Miss Frymir in a position to speak with authority in this realm.

Formerly the director of the department of athletics for women at Battle Creek College, Miss Frymir served on the National Committee on Women's Athletics of the American Physical Education Association from 1924 to 1927, and as chairman of the Women's Soccer Committee on the Association; and was a member of the track and field Committee from 1927 through 1930.

### DR. WHITE POINTS OUT DANGER IN CERTAIN SPORTS

College youths, recklessly exerting themselves in competitive sports for the glory of their alma mater, unwittingly may cause themselves great bodily harm, Dr. H. Marx White, Professor of Medicine at the University of Minnesota, told the International Assembly of the Interstate Post-Graduate Medical Association in conference at Milwaukee.

The five-mile event in track, and rowing, Dr. White said, were especially damaging to young hearts.

"Basketball, baseball, swimming and many of the track events are ideal exercises—when not engaged in too strenuously," he said. "Even football may be beneficial. But when a man is on exhibition for his alma mater and strains himself beyond his natural powers, he is injuring his body."

### Hands Across the Gulf

For the first time in the history of Camden, New Jersey, scholastic activities, the Camden Catholic High School and the Camden (public) High School will meet on the football field, Armistice Day. The game was arranged as a result of Owen D. Young's appeal to high schools and colleges to aid in the relief of the unemployed.

## Not Even a Seat on the Bench For Football Coaches

### Lo! The Poor Coach

"Give the game back to the players," says Dr. Rogers.

"Make the players learn to assume responsibility. Let the players make their own decisions, plan their own campaigns, follow their own strategy, execute their own tactics. Let football bring out a player's own resourcefulness. Then the game will be worth while. Then it will occupy a rightful place in the scheme of education."

"A voice crying in the wilderness", is a phrase that has been applied to the idealistic pronouncements of Dr. Frederick Rand Rogers of Boston University in the realm of football. Dr. Rogers, formerly director of health and physical education for the New York State Education department, has instituted at Boston University what he accomplished (among other things) in most of the high schools of New York State—namely, a player-control system in football. This system is different from others only in the fact that the coach is not allowed to have any contact with the team during the game. He is not even allowed to sit on the bench.

Dr. Rogers was reminded that the average football player in college has some motive for playing other than the glory of alma mater.

"Do you believe," Dr. Rogers was asked, "that students will go out for football with no object in mind but to play the game and gain therefrom valuable educational lessons?"

"Yes. I believe that in a few years, at least at Boston University, we will have such a group of players," he replied.

"You are aware, Dr. Rogers, that football in most colleges supports all other forms of athletics. Do you think that games, played between college teams who direct their own operations, would have sufficient public appeal to attract a profitable gate?"

"As far as Boston University is concerned, we are big enough to carry out our plans, with no thought of the gate. We do not care whether 10 or 10,000 persons come to the games. We are not providing a spectacle for which the public pays, but using a game as part of the educational system," Dr. Rogers said. He continued:

"It is unfair for the public to demand that colleges provide it with great football teams. It is unfair to the players. But in New York, where the player-control system was adopted in many high schools, the attendance was as high, if not higher at player-controlled games than when the teams played under the immediate direction of the coaches."

# LET THE STUDENTS PARTICIPATE

By WARREN IRWIN

**A**S ONE who contributed somewhat to the missionary and pioneer effort which made possible the extensive physical education, athletic, recreational, playground and similar systems which now so generally obtain, I must confess to some doubt that the school children of today are enjoying an unmixed blessing in these new "advantages".

I am not one of those who sees a necessity for a national crusade to "give the games back to the boys", but I do believe that those of us who in our school days had only such equipment, coaching and playing material as we ourselves discovered, created or earned, got something out of our athletics which the students miss today when and where their physical programs are organized, and administered too exclusively by their professional elders.

No matter what subject he may be teaching, he is the best teacher who can and does bestir the initiative of his pupils. I believe that much of the initiative of a youngster, particularly in his athletic and recreational activities, depends upon the challenge which faces him. With his uniforms bought, his playing fields and halls built or leased, his coaches, trainers, instructors and officials provided, his schedules arranged and even the incidental financial obligations underwritten by his elders, fully half of the enjoyment and benefit is taken from "having a team". All that remains for the student to do is to go through a routine provided by an elder. That saps initiative right at the start and it never will rise very high if it rises at all.

Much more may be gained from so-called physical education than a strong body, good health and wholesome habits, valuable as these attainments undeniably are. A physical course strictly administered by adult supervisors may give these benefits to a greater percentage of a student body than may result from a more casual administration. But with the student body allowed to participate in the organization and administration of the physical activities program—even encouraged to do so—there will be greater benefit to character, greater stimulus to initiative and greater practical benefit to the individuals through their personal experiences.

There is no doubt that the strict control by faculty supervision makes for smoother running and perhaps results in a more creditable showing for the head of a physical department, but the very fact that undergraduates make mistakes and mess things up on occasion is one of the main reasons why they should participate in athletic administration as if it were wholly a student affair, whether it is or not. We learn by our mistakes and possibly the mistakes which students

make in their extra-curricular activities will benefit themselves and their fellows more than the perfect marks they may receive in classroom.

Going back to my own high school experiences which were introductory to a rather long siege of these activities and interests, the fact that, as manager of the football team, I was faced by a vacancy in the post of coach; that I must not only discover a new coach but also uncover the wherewithal to engage him; that graduation had reduced the known material for the squad to half a dozen players, and that there was an outstanding debt of \$200 carried over from the previous class—the fact that I faced these problems was the greatest advantage I enjoyed.

Today in my old high school the team manager does not even arrange his own schedule.

Had my problems been mine alone there would have been little advantage to them. But to solve them it was necessary to present them to the entire student body and have it assist in the the solution.

That was done through the several stu-

dent societies and student mass meetings. This led to an appeal to the alumni and the public at large. We surmounted all difficulties, producing a championship team and paying off all our indebtedness, including the \$200 hangover, and had enough money left to banquet the team. A championship team under such circumstances means something. Otherwise titles mean nothing.

The greatest latitude possible, I believe, should be permitted the students in their athletic activities and, also, the greatest responsibilities possible should be imposed upon them. These responsibilities, I believe, should include the financial. Even where all necessities are provided by the school administration, the students should be encouraged to incur expenses (within reason of course) for which they are themselves responsible.

It is generally conceded that one appreciates most that which he earns for himself, or thinks he does. He depreciates what comes too easily and may abhor blessings which are forced upon him. All of which is as true of a boy and his athletics as it is of anybody and anything.

## BASKETBALL TRAINING AND PRACTICE

(Continued from page 8)

### Hints for Players

#### For the Center:

1. Time your center jumps.
2. Watch for own signals before entering center zone.
3. Recover ball off backboard.
4. Practice jumping in place to develop spring in legs.
5. If using the "back-up" of foul-line play, be sure to make return pass and pivot. Do not hold ball too long.

#### For the Guards:

1. Do not play man too closely. Box him out.
2. Be ready to "switch" to a free opponent.
3. Study style of opponent's play.
4. Disconcert shooter by waving hand. Be ready to intercept passes.
5. Be ready for a "guard's down" play or a direct tap down the center.

#### For the Forwards:

1. Practice deception in movements.
2. Make passes sharp and waist-high.
3. Dribble only when absolutely necessary and be ready to "feed" a player who is cutting.
4. Take no off-balance shots.
5. Worry your opponent constantly with offensive tricks.

dietitian. I set down no definite eating rules for my players. I leave it to their good judgment. Basketball is a gruelling game and I can see easily enough in a man's play whether or not he is keeping in the required condition. Good, wholesome food is essential, as is ten or eleven hours' sleep each night during the year.

There are many small particulars on the training side which should be observed. Every player should wear a heavy pair of socks to prevent blistering, and a pair of shoes that fit. After the early season workouts, he should take hot baths, where it is possible, to wear away stiffness. No player should be permitted on the floor without a sweatshirt. When a player takes a shower, he should soap himself thoroughly, especially in those parts of the body where hair grows. He should dry himself thoroughly. He should always wear an aluminum cup. If any sign of cracked toes appears, he should immediately obtain expert advice for remedying the condition. In case of a turned ankle, the shoe should not be removed immediately, but the whole ankle placed under a cold faucet for about five minutes, after which time the shoe can be removed and the ankle taped.



# A Canadian Views Sportsmanship

(Continued from page 16)

requested the governing body to disallow the last score and to permit the two teams to begin the final game on even terms. The request was granted and the series was eventually won by the West Toronto's who, you will recall, won the Eastern-Canadian title and were defeated by one goal in the all-Canadian championship against the famous Regina wizards.

During the final running of the women's eight hundred metres race at the ninth Olympiad, Miss Fanny Rosenfeld was in sixth place and Miss Jean Thompson, who had specialized on this distance, was in second position but tiring rapidly. The more experienced Canadian girl athlete, sensing Jean's discomfiture, increased her pace, caught the youngster and verbally encouraged her to complete the race. The latter gamely summoned her resources and continued, but just as the finish line approached, Miss Rosenfeld who had gained a lead, stepped aside, remarked, "This is your race, Jean," and graciously permitted Miss Thompson to finish ahead. By the way, even though neither Canadian was the winner, it is indicative of their abilities that both runners bettered the previous world's record for eight hundred metres.

Then, just last summer, the Nationals and Toronto Ladies' Softball Clubs were playing the final game in a tournament at Port Dalhousie. In the ninth inning, two were out, the bases loaded and the National hitter grounded to shortstop and the runner going from second to third base was apparently tagged for the final out. The Toronto Ladies' team believed the game was over and were retiring from the field, when the National runners continued around the bases and the umpire surprisingly announced that the National runner had not been tagged and that all runs were therefore legally scored. Naturally there was some confusion and much dismay as the Toronto players returned to their positions but meanwhile, the National runner told her team-mates that the umpire had made a mistake, that she had been touched and should have been called out. Whereupon, with this information in mind, the next National batter purposely fanned, the side was retired and the Toronto Ladies' softball team won the tournament.

So far the illustrations have been solely Canadian, but now I want to tell of sportsmanship in the Mother Country where it is developed to a superlative degree. Some time ago an English lacrosse team toured Canada and while engaged in one match, a Canadian player was ruled off for tripping. The Englishman, who was the victim of the trip, believed the offense was

purely accidental and to register his disapproval of the penalty, he left the field and sat on the penalty bench with his adversary until the time had been served.

Then, of course, there is the classical example of sportsmanship expressed by Jack Beresford of the Thomas Club in his Diamond Sculls race at Henly with Joe Wright, Jr. The Canadian oarsman was leading when one of his oars missed catching the water and nearly went under the shell; Beresford who would have been perfectly justified in continuing his race, stopped rowing until "Young Joe" was again under way; eventually Wright increased his lead and won, but the Englishman might have been the victor had he taken advantage of Wright's mishap. Then, after the race, Beresford was reminded of the incident and he commented, "Surely the Diamond Sculls is a gentleman's race which goes to the best oarsman and not to the one who gets the lucky breaks."

And how about United States athletes? Have they a reputation for being good sports? Unfortunately the athletic representatives of Uncle Sam are often unfairly represented because some of their sports writers seem to be obsessed with the thought that only life's unsavory incidents make interesting copy and consequently the grievances and dishonest practices of the few are magnified so that they appear common rather than exceptional. But sportsmanship doesn't cease with international boundary lines and the woods are full of many pleasing illustrations of exceptional honor demonstrated by the athletic sons of United States. Let us relate two examples that have been selected because they have a special interest for Canadians and neither has ever appeared in print.

In one of the Canadian National Exhibition marathon swims, Harry Sullivan, hailing from Lowell, Massachusetts, had been in the water for twelve hours; darkness was coming and the swimmer was approaching the most southerly buoy on the course. Steadily the New Englander stroked through the waves, passed the buoy and continued for about twenty-five yards. To the officials everything was satisfactory, but the swimmer suddenly remarked to his boatman, "I think I passed that buoy on the short side," and without further warning he turned about, retraced his course, passed the mark on the proper side and continued his arduous struggle. Only exceptional honor induced such action.

The Monarch Athletic Club, Canada's premier distance running organization,

was competing with several other teams in the well-known Port Chester-New York Marathon. During the progress of the race, it became increasingly apparent that the battle for supremacy was mainly between the Monarchs and the Dorchester Club of Boston, for when the first two runners on each team had completed the course the points of the two clubs were equal and the possession of a valuable statue depended upon the finishing position of the third member of either team. With but a short distance remaining, Bob May, the Canadian, was in a favorable position, but the effort began to exact its toll and the runner badly faltered and was almost ready to call it a day. Just at this moment Harold Goslin, the Dorchester's third representative, caught up to his rival and noticed his weakness. Instead of ignoring his competitor, he actually urged him to continue and this encouragement proved so stimulating that May recovered sufficiently to outlast Goslin and to gain the international award for his Monarch Club.

So it is evident that, contrary to general supposition, much good sportsmanship does exist, but there are some people who, while accepting the prevalence of these chivalrous acts, usually refer to them as indicative of a lack of aggressiveness or the absence of the will to win on the part of the honorable athlete. Well, just briefly recall the achievements of a few of those sportsmen who have contributed to our illustrations: Cliff Chillcott has a national reputation for wrestling, rowing and rugby; Percy Williams was the fastest sprinter at the Ninth Olympiad; Don Carrick was not only Canadian Champion boxer, but also a national title holder in golf and a rugby player of great distinction; Ray Smillie was third in the welterweight boxing at Amsterdam; Miss Rosenfeld excels at hockey, softball, running, basketball, weight-throwing and jumping, and is Canada's outstanding lady athlete; Jack Beresford won the Diamond Sculls on four occasions while Harry Sullivan was one of the few swimmers ever to conquer the English Channel. Is there any lack of courage, ambition or will-to-win in the make-up of those real athletes and sterling characters? Decidedly not.

So it might be well for us to scrap our notions that sportsmanship is a rarity and that courtesies to opponents suggest a lack of determination. Rather let us agree with Dr. Kennedy that "athletics afford a laboratory training for the development of character" and with Froebel that "Play is the purest and most spiritual activity of man."

# FROM THE STATES

MATERIAL GLEANED FROM THE OFFICIAL BULLETINS OF THE STATE ATHLETIC ASSOCIATIONS AND MEMBERS OF THE NATIONAL FEDERATION OF STATE ATHLETIC ASSOCIATIONS

**T**HE New Jersey State Interscholastic Athletic Association, at a recent meeting, voted to abolish the awarding of state championships in football and baseball. The ruling will take effect October, 1932.

**O**N NIGHT football, the Wisconsin Interscholastic Athletic Association Bulletin makes this report:

"Night football is proving more popular this year than last. The attendance at the initial night games indicates that the combination of a night game and the showmanship connected with it attract much larger attendances than do the daylight contests. Night football during the first part of the season will assist in solving the financial problem of many high school athletic treasuries."

**T**HE Tulsa, Okla., Post of the American Legion asked the Oklahoma High School Athletic Association for permission to stage a post-season football game to decide the state championship. Refused the permission, the American Legion submitted another request, asking for permission to sponsor a series of post-season games for charity. The upshot of this was a referendum proposal sent to the high schools in the Oklahoma Association, in which tentative plans for the arranging, playing and disposition of the earnings from such charity games were laid down. By an affirmative vote of more than a three-fourths majority of the membership, the proposal was adopted, thus suspending for the 1931 season the constitutional provision prohibiting the playing of post-season games. In the approved plans for these post-season games, the Association has guaranteed its position as controller of the games with such a careful attention to detail that there is very little likelihood of the games being utilized for other than charitable purposes.

**D**IVISION of Kansas high schools into classes based on the average receipts from football and basketball games, for the purpose of setting a fair and standard scale of fees for officials, is the recommendation of a special committee of the Kansas State High School Athletic Association. The approved scale is as follows:

## Football

*Class C*—Schools whose average receipts per game are \$75 or less—referee, \$7.50; umpire, \$5.00; headlinesman, \$5.00.

*Class B*—Schools whose average receipts per game are from \$75 to \$125—referee, \$7.50; umpire, \$7.50; headlinesman, \$7.50.

*Class A*—Schools whose average receipts per game are more than \$125—referee, \$10.00; umpire, \$10.00; headlinesman, \$10.00.

## Basketball

*Class C*—Schools whose average receipts per game are \$25 or less—referee, \$5.00.

*Class B*—Schools whose average receipts per game are from \$25 to \$50—referee, \$7.50.

*Class A*—Schools whose average receipts per game are more than \$50—referee, \$10.00.

**A**N EDUCATOR watching a football game may be interested in the type of defense used by the teams, he may be interested in the pattern of plays, he may be interested in what the boys and girls around him are talking about. But it is quite a certainty that one of the thoughts running through his mind is concerned with what appears to some as the colossal discrepancy of football in educational institutions, namely the situation wherein 22 to 72 are playing and 220 to 2220 and 22220 are watching. He will be curious to know whether the student-spectators of a Saturday afternoon were players of some sport during the preceding days. It is a manifestation of this curiosity which prompts the Illinois High School Athlete to publish information of the plan at one school for populating the playground:

One of the great problems that confronts athletic administrators is that of promoting a system of athletics that will allow participation by great numbers of students. Opinions differ as to the best method of gaining this end. Some directors believe that the stressing of intramural athletics is the best solution. Others believe that the end can be gained through properly planning a system of interscholastic athletics.

Carl Lane, athletic director at Hinsdale High School, is in the latter group. He has devised a plan whereby he hopes to make it possible for each one of the hundred or more candidates for his football squad to participate in some interschool game.

This plan includes a schedule of games for various groups of boys. He has already scheduled forty football games with other schools for this fall. In addition to the games for the Regulars he has games for his "B" team, a Freshman-Sophomore team, a Freshman team, a Sophomore team, a Bantam team with a weight limit of 110 pounds, a Lightweight team with a weight limit of 135 pounds and for a team made up of boys who have not played on any of the previously listed teams.

The Hinsdale High School has 125 football outfits ready to pass out to candidates. They furnish everything except shoes and shoulder pads. Each candidate must supply these.

There will be practice every afternoon of the week and provision will be made so that each one of the candidates is given some personal attention by Head Coach Lane and his two able assistants, Don Kreis and L. V. Johnson. The schedule for both practice and games is so arranged that there will be almost no interference with classroom work.

For the basketball season Coach Lane is considering the introduction of a schedule which will make use of the mass point system of scoring which has been in the process of developing during the last several years.



# Coaches ★ ★

**HOOD** *Athletic Shoes are* **VARSIITY MATERIAL**  
*Put Them on* **THE SQUAD**

This fall you will be faced with the job of outfitting your basketball squad. They will need shoes—canvas, athletic shoes that will last a full season of hard, fast service.

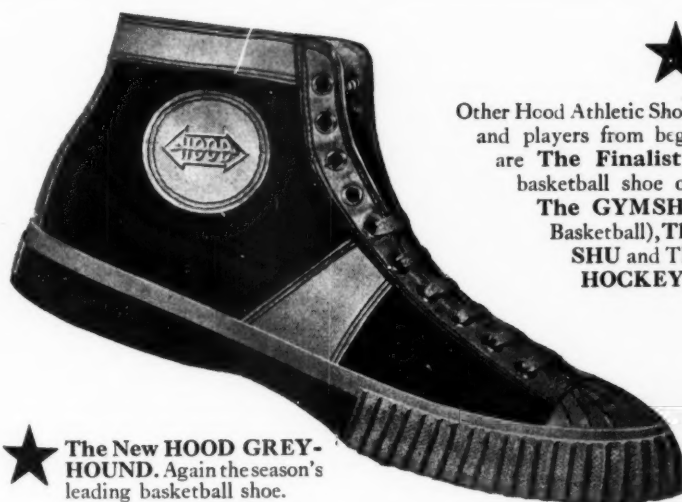
For basketball we recommend the Hood Greyhound. Its sturdy resistance to wear, comfort, protective features and good looks have made it a favorite with high school and college teams. This year the Greyhound has been further improved to meet the modern demand for lighter and tougher shoes.

Glance at some of the new features! A new upper of two-ply canvas. Same strength as

before only lighter. A full length cushion insole. Softens shocks and jars; saves energy. Wide, padded tongue; tight laces will never chafe through this. A new last; greater comfort, no cramped toes. New narrow shank construction; firm support for arch and ankle.

And remember, each feature was adopted for only one reason; *it helps your players' game.* Get your sporting goods dealer to show you a pair of Greyhounds. You'll find them all that we claim, and more.

**HOOD RUBBER COMPANY, Inc.**  
*Watertown, Massachusetts*



★ **The New HOOD GREY-HOUND.** Again the season's leading basketball shoe.



Other Hood Athletic Shoes popular with coaches and players from beginners to champions are **The Finalist** (lightest weight basketball shoe on the market), **The GYMSHU** (for Girls' Basketball), **The TRACK-SHU** and **The FIELD HOCKEY SHOE.**



★ **NEW MOLDED SOLE** of the Hood Conference, another lighter weight basketball shoe by Hood.



HOOD RUBBER CO., Inc., Watertown, Mass.

SC-11

Gentlemen: Please send me ..... copies of your new booklet, "How to Play Basketball," for members of our basketball squad.

NAME .....

POSITION ..... SCHOOL OR CLUB .....

ADDRESS .....

☐ Check here if your local dealer does not carry Hood Athletic Shoes and we will send you the name of the nearest place where they may be obtained.

**COACHES AND PHYSICAL DIRECTORS:** Mail this coupon for copies of our new edition of the Hood booklet, "How to Play Basketball," for your basketball players—written by famous coaches.

# Out of the Huddle

**N**O Seattle high school championship basketball team is permitted to represent its city in state, regional or national basketball championship series. The school board and the high school athletic commissioner, A. C. Pelton, have decided that point.

Each year the University of Washington, located in Seattle, brings the best high school teams in the State here for a state championship tournament. Last year thirty-two teams were entered in the two divisions, A and B, sixteen in each section. The tournament lasted over four days and four nights, six teams playing four games and the others three.

The year before, the tournament was run off in three days, necessitating the six best teams playing four times in three days to determine first, second and third places.

Here are the reasons why Seattle school directors do not allow the winner of the nine-team city high school league to enter the state championship meet.

First—Such continual hard play is not fair to the boys who are competing. The school board believes that growing boys are not to be benefitted by the grind of tournaments where a team must play four championship games in as many days. It is pointed out that the Pacific Coast Conference, consisting of college teams, plays its championship series over three days, Friday, Saturday and Monday, allowing a full day's rest for their full-grown athletes between the second and third games.

Second—A great number of students would miss four days of school because of their presence at the games.

The fact that the state championship tournament is held in Seattle gives authorities reason to believe that attendance at the school whose team is entered in the tournament would be greatly decreased on the four days of the tournament. Not only that, but it is believed that a large number of students of the other eight Seattle schools whose teams are not in the tournament (their basketball players, especially) would skip school in order to see the local representative play and also to see what kind of competition the local entry was facing.

Third—The school board would lose money which it needs to carry out the school program.

The board, in voting to allow the Seattle champion to enter the state tournament here would be voting away money out of its own pocket. It is pointed out that the Seattle school district daily receives twenty cents from the State for every school child in attendance that day. Over four days, the amount of money lost to the school board would reach a pretty

figure. Most of the games of the tournament are held between 10 a. m. and 5 p. m., with two or three games following each evening.

Four years ago Mr. Pelton made out a questionnaire which he mailed to school boards of various cities. The school authorities were asked to state their opinions about championship tournaments in which a dozen or so boys must remain "keyed up" to a high pitch for days. Upon tabulating his results, Mr. Pelton found that sentiment was drifting away from such tournaments because of the physical harm which the participating boys might receive. The replies were usually qualified by remarks stating that the chamber of commerce would go a mile or two up in the air if the town's champion were to be withdrawn from future state and national meets. This reason was especially stressed by school authorities of small towns.

Each year the thousands of Seattle fans ask why Seattle is not entered. After the state champion has been decided, the newspapers dope out how the champion would probably have come out in a game against the Seattle champion, if it were to be an entry.

In 1924 Roosevelt High had its "wonder team" which was undefeated in fourteen games. Demands for its entrance in the state tournament were numerous but they were to no avail. In 1926 Garfield High had a similarly outstanding team.

## Tournament Benefits

**W**ITH the subject of basketball tournament play up for discussion, the following letter from William H. Brown, principal of the Amherst, Mass., High School to L. E. Briggs, director of the Massachusetts Agricultural College Small High School Tournament, at the conclusion of the Third Annual Tournament a year ago, is of particular interest:

Dear Mr. Briggs:

I was in some doubt as to the effect our participation would have upon the scholastic work of the students during the week of the tournament, and immediately following the tournament I asked each teacher in the school to answer the questions which are listed on the attached sheet. The figures which you find here show how the 16 teachers who replied felt about the effect of the Tournament on school work. The answers to question 5 were very interesting, and I thought that you would be glad to have a summary of the answers.

I am not sure whether our proximity to Massachusetts Agricultural College increased or decreased the harmful effect of the tournament. Of course, a great many more of our students attended games than would be the case if they had had several miles to travel. On the other hand, perhaps a greater distance would merely have increased the harmful effects of late hours and excitement.

The general opinion seems to be, while there was a slight harmful effect upon the school during that time, it was more than balanced by the positive benefits which are mentioned under question 5.

Very truly yours,

/s/ Wm. H. Brown.

## The Questionnaire

1. Did our participation in the M. A. C. Tournament have any detrimental effect on the preparation for class work on the part of:

|                               |     |    |
|-------------------------------|-----|----|
|                               | Yes | No |
| (A) Members of the team?..... | 3   | 9  |
| (B) The student body?.....    | 4   | 13 |

2. If your answer is "yes" would you describe the effect as serious, moderate, or slight?

|               |   |
|---------------|---|
| Moderate..... | 3 |
| Slight.....   | 3 |

3. Did it have any detrimental effect on the attitude in class on the part of:

|                               |     |    |
|-------------------------------|-----|----|
|                               | Yes | No |
| (A) Members of the team?..... | 2   | 10 |
| (B) The student body?.....    | 3   | 14 |

4. If your answer is "yes" would you describe the effect as serious, moderate, or slight?

|               |   |
|---------------|---|
| Moderate..... | 2 |
| Slight.....   | 2 |

5. If you feel that the Tournament was any positive benefit to the school, please describe it briefly.

Benefits mentioned were improved school morale and spirit, a feeling of unity among student body and between student body and faculty, feeling of pride, and consciousness of the existence of the school as an institution apart of its existence as a schoolhouse.

## Javelin's Doom

**T**HE doom of javelin throwing has been sounded in the West. The California Interscholastic Federation, ruling body in high school athletic competition of the State, has stricken the spear-tossing event from the track and field program and observers foresee in this move the ultimate abandonment of the sport in future college and club meets. With no trained javelin throwers coming up from the high schools, they point out, the event will eventually go the way of the hammer throw, the steeplechase and other competitions now obsolete on the Pacific Coast.

Too much danger to participants and spectators is the main reason for the move, the Federation announces. Lack of interest in the event and lack of adequate space are other reasons. The growing size of track teams and the consequent crowded condition of the fields create a constant hazard when the steel-tipped spears are hurtling through the air. Only recently one of the State's outstanding girl athletes, Gloria Russell of Berkeley, was pierced through the leg by a javelin. By the rarest stroke of fortune, Miss Russell, who is considered a promising member of the United States women's team for the 1932 Olympic Games in Los Angeles, sustained only a flesh wound, the spear passing entirely through the upper part of her leg without fracturing the bone.

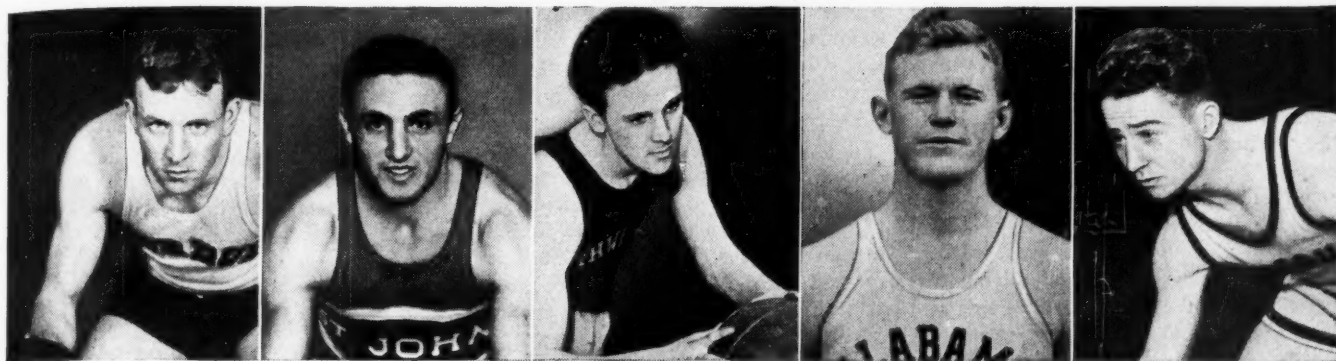
The abandonment of the sport was readily acceptable to the majority of the high schools of the State. Many schools had already forsaken it, some of them because no one turned out to practice it and others because of insufficient space in which to compete.

A substitute event in the form of a football tossing contest has been adopted in some sections of the State and its grow-

(Continued on page 24)



# They all agree on the same shoe!...



John Wooden—  
Guard, Purdue

Capt. Mac Posnack—  
Forward, St. John's, Brooklyn

Joe Reiff—  
Forward, Northwestern U.

"Lindy" Hood—  
Center, Alabama

Max Collings—  
Guard, U. of Missouri

## THE ALL-AMERICAN BASKETBALL TEAM

### These 5 outstanding college stars vote unanimously for *Goodrich*

**T**HERE is no sport of any kind—indoor or outdoor—in which sure and unfailing footwork is so important as it is in basketball. The crack basketball player must rely on his feet every minute of play, from the starting whistle to the final gun. *His shoe must be right.*

For several seasons, many of the country's foremost college courtmen have been insisting on the Goodrich "Victory," have been counting on it through all their impressive winning records. *Every member of last year's All-American team*—men selected from the greatest fives of the whole country—*approves the same shoe!* And that was the shoe you see pictured here on this page.

It is doubtful if any other shoe ever received so great a vote of expert opinion as this. No school, college or club player can afford to disregard it if he wishes to put his best foot forward on the court this year.

The Goodrich "Victory"—the

**"LITENFAST"**—A new basketball shoe with a molded tread. Reinforced throughout.

Another B. F. Goodrich Product



one chosen last season by the five stars of the All-American—is joined this year by the "Litenfast" which features a molded sole. It is, as its name implies, extremely fast on the floor and extremely light on the foot.

The "Victory" will, of course, continue to be the choice of those who prefer the sanded sole. But it will be interesting to see how many of this year's stars will be won over to the "Litenfast." You can't go wrong on either.

The B. F. Goodrich Footwear Corp., Watertown, Mass.



**"VICTORY"**—Form-fitting, felt-padded tongue, cushion-heel seat, barred toe cap, instep reinforcements.

# Goodrich Sport Shoes

## Out of the Huddle

(Continued from page 22)

ing popularity indicates it may soon have an official place on the C. I. F. program. As now planned, the throwing contestants stand at the head of lanes five yards in width and pass the ball down the field to the receivers. The balls must stay in their respective lanes and must be caught to be ruled fair throws. The one passing the ball the farthest, of course, is declared the winner.

With most of the athletically-minded people of the West figuratively living and breathing football nine-tenths of the year, this form of competition has been eagerly taken up. The rules governing it vary in different sections of the State but it is being generally adopted as a substitute for javelin throwing and a standard set of rules will no doubt be agreed upon if it is given official recognition by the State federation.

### California Ice

**S**TRANGE as it seems, California, the land of sunshine and flowers, may some day produce its quota of the nation's greatest ice skating and hockey stars.

Thanks to the inventors of indoor ice-skating arenas, the wintry sport is now no longer stranger to Californians, and chief among those who have taken up ice skating with enthusiasm are high school boys and girls. Ice hockey leagues for schools are developing rapidly in the metropolitan areas of the State and, with demand for skating rinks growing, competition on the ice may extend to the more rural districts.

Los Angeles, San Francisco, Oakland and Sacramento now have ice arenas. Stockton, Fresno, San Jose and San Diego may soon follow suit. A league of professional players, recruited largely from Canada and the Pacific Northwest, has done much to create an interest in the sport, and the organization of an inter-collegiate ice hockey league with the University of California, University of Southern California, and University of California at Los Angeles as its charter members has further promoted enthusiasm in hockey play and in speed skating. At present, the college teams are composed mainly of athletes who have had previous training in other parts of the North American continent, but even now some of the players are strictly California products, developed on the artificial surfaces of nearby ice rinks.

### Texas Coaches

**A**T THE second annual meeting of the Texas High School Coaches Association held in San Antonio recently officers who guided the Association's destinies through the first year were re-elected by acclamation. They are John Pierce,

president, successful young coach at Corsicana High School; James Kitts, Athens, whose team won the state basketball championship in 1929 and 1931, and was runner-up in 1930, and national champion in 1929 and 1930, vice president; and Benny Strickland, coach at Austin High, semi-finalist in football last season, secretary-treasurer. The board of directors chosen consists of Jesse Kellam, chairman, Lufkin High School athletic director; Claude Kellam, coach at Brackenridge High School, San Antonio; Tom Dennis, Port Arthur coach, and Arnold Krichamer of John Reagan High School, Houston.

Among the speakers who addressed the coaches during the convention were Clyde Littlefield, University of Texas coach; Ray Morrison, Southern Methodist University coach; Jack Meagher, Rice Institute Coach; Thomas B. Portwood, director of San Antonio senior schools, and Roy B. Henderson, athletic director of the University of Texas Interscholastic League.

### Half of Texas Games

**N**IGHT football games are no novelties in Texas high school football circles. Most of the major schools are playing at least half their games under the floodlights. In San Antonio, Houston, Dallas and Fort Worth all of the major tilts during September and October were held in the nocturnal element. Teams in these cities play their games in the Texas League ball parks, which are equipped for night baseball.

### Teachers' Resolutions

**A**T A meeting of the executive committee of the Texas High School Teachers' Association held recently in Fort Worth resolutions dealing with high school athletics introduced by Bonner Friznell, superintendent of Palestine schools, were adopted, and will be submitted for approval to the teachers at their annual meeting in Amarillo Thanksgiving.

The resolutions commend the work of the University of Texas Interscholastic League, approve athletic contests as having "wholesome educational values when properly conducted by school authorities", and condemn certain practices as "contrary to the educational purposes for which public free schools are maintained, and other practices as violative of high ethical ideals and correct moral standards".

Practices condemned are as follows: the dismissal of school or shortening of the school day for athletic contests; "scouting" of teams; charging of excessive fees by officials; proselyting and subsidizing of players; exploiting of athletic

contestants by sports writers; prolonged absences of coaches and players, and wilful failure of school courses by athletes to prolong athletic participation.

The teachers' association is expected to recommend that athletic contests be played only on Saturdays and holidays or at other times that do not interfere with regular school work.

**T**HE Public Schools Athletic League, the governing body in control of all city high school sports in New York City, has set something of a precedent by arranging of its own volition a post-season game of football between teams that are yet to be picked. The date set is December 5, and the purpose is to provide funds for the P. S. A. L. operating expense account. When the two teams are finally picked they will not be playing for a championship; on this point the P. S. A. L. was clear. Last year there was a post-season game, but it was for a championship, rather a "newspaper" championship, and the suggestion and pressure for playing it came, as you have guessed, not from the P. S. A. L., although this body's sanction was, naturally, necessary.

### Lake Growth

**O**RGANIZATION of a permanent conference and improvement of playing facilities have been the big developments in high school football at the Head of the Lakes the past two years. The first football league was formed last year with ten Wisconsin and Minnesota schools in Superior and Duluth and the immediate vicinity banding together.

Superior has two new football fields, one a \$27,000 bowl, built in a ravine, nearing completion, and another completed at a cost of \$5,000. Duluth has a new public schools' stadium, a development of the past two years, which will seat 4,000 spectators easily.

All conference teams schedule eight or nine games. Superior Central, under Coach Harry Conley, has the best record having won 16 of the 22 games played under his direction, scoring 374 points to the opponents' 96 points.

### Ten to One

**N**IGHT football is steadily gaining a hold on Nebraska high schools. Ten teams are now playing under the arcs, whereas only one school played at night last year.

A ban was placed on the night game at Havelock, a suburb of Lincoln, where the game was inaugurated two years ago. The ten new teams to take to night football are: Fremont, Alliance, Norfolk,

(Concluded on page 32)



# The Best Shot Is the Easiest Shot

By PAUL ZEHFUSS

**EDITOR'S NOTE:** Mr. Zehfuss is the University of Pittsburgh freshman basketball coach. As an undergraduate player he was the "running forward" (the phrase is ours) on those famous Pittsburgh teams of recent years on which Charles Hyatt was the "shooting forward".

The highly successful manner in which Zehfuss played his part in the complex basketball Pitt played makes a fine commentary on the ability of the Pitt coach, Dr. H. C. Carlson, to adapt a system to his available players, rather than to hold fast to the system willy-nilly.

In Zehfuss, Dr. Carlson saw an indefatigable floor man who was no less a "runner" on defense than he was on the attack. So in the defense which Dr. Carlson devised for his team, Zehfuss was to be seen frequently detached from the waiting formation, scampering about in the mid-court and beyond, harassing the opposition which never in its life had seen such a running-around.

As for the responsibility of looking after Zehfuss's particular offensive opponent while Zehfuss ran pell-mell in mid-court, the Pitt shift in defensive responsibility took care of this when it was necessary to. Often, however, the defense lost its identity in a rush as Zehfuss, with his keen sense of anticipation and timing, came out of the melee with the ball in his possession, looking for Hyatt on the other side of the floor.

Under ordinary circumstances such daring on defense would be suicide. But extraordinary players make their own circumstances, and here some place is a basketball moral but we are not sure what it is.

**A**BASKETBALL team well drilled in all the fundamentals of the game except in that of shooting goals is certain to lose many games which might have been won had the proper stress been placed upon this most important part of the game.

How many times have we seen a beautiful bit of team-play mean nothing because of a poor attempt at the goal? And how many times has the attempted goal been missed because the shooter, instead of taking the shot in the easiest possible manner, unknowingly made a very difficult shot out of a simple one? All of us are aware that many goals are missed in just such a manner. I do not believe that these players who miss such shots deliberately try to make the shot a difficult one. If players who make this common error were to realize that the easiest shot is the best shot, many of these missed attempts would be successful.

When boys are just beginning to play basketball it is very easy to correct their shooting, and at this stage constructive criticism may prove invaluable in their later success at basketball. In training a boy at this period it is important to stress three things:

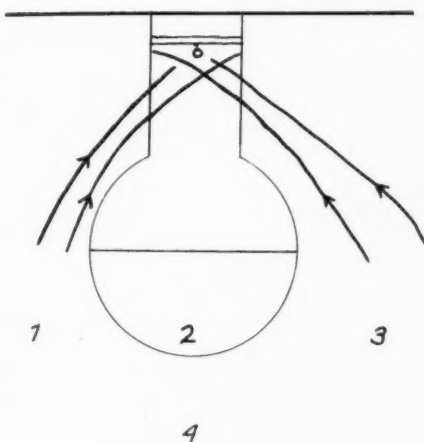
1. He must be led to have confidence in his own ability.
2. He must strive for accuracy in every attempted goal.

3. He must be taught that the simplest shot is the one most likely to succeed.

When shooting a basket any player should do it with confidence. Tell your boys to imagine that the basket is as big as a tub—that nothing can keep him from making it. Accuracy which must be developed if success is hoped for in basketball can only be attained through the untiring efforts of the player and coach. Practicing crazy shots which certainly would not be taken in the game does not gain accuracy. Instead it leads to careless and sloppy shooting. Therefore, it behooves the player to practice shots which he believes will be duplicated in the game and which he can master with a great degree of accuracy. Upon the coach rests the task of seeing that orthodox shots are practised faithfully and seriously. Good or bad habits in shooting often depend entirely upon the persistence of the coach.

The two best shots are the two-hand push shot from the level of the chest in shooting from a distance, and the one-hand push shot within close range of the basket. To practice the first shot, four positions on the floor may be suggested as shown in the diagram.

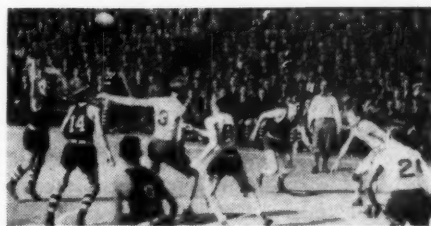
This shot is taken by placing the two hands somewhat behind the mid plane of the ball, setting the feet firmly with



one foot ahead of the other, leaping from the floor at the same time pushing the ball in an arc from the chest in front of the face, and following through with the arms and hands as much as possible. From the foul line and from the center of the floor accuracy may better be developed by attempting to shoot the ball just over the front edge of the basket. From the side of the floor many players

have developed accuracy by aiming at an imaginary spot on the banking-board. Excess spin on the ball is not necessary. Neither should the natural spin which will result when this shot is taken be prevented. The shot should be taken smoothly and easily, using as much as possible the larger muscles of the arms and shoulders.

To practice the second shot two positions on the floor are shown in the diagram. These two positions, however, pre-



sent four shots. Two of these shots are taken before reaching the basket when running from either side of the floor. Simplicity should be stressed in teaching these shots. The ball should be banked high on the board with little or no spin. In order to do this properly and consistently, again the larger muscles of the arms and shoulders should be used. The ball should be lifted from the chest by both hands to a position above the head, then rolled to the palm of either hand, usually the right, and pushed with as little jerk as possible the remaining distance to the banking-board.

In taking the leap shot before reaching the basket on the right hand side, it might be wise to call the player's attention to the fact that the more his body faces the playing area of the court the more exposed are the vital organs of his body, hence he should be taught to turn slightly toward the right while taking this shot. The other two shots which are shown on the diagram are shots taken after passing beneath the basket running from either side. These shots, too, are best taken as push shots. When running from the left and shooting on the right side of the basket, a one-hand push shot with the right hand is best.

When running from the right and shooting on the left side of the basket, using the left hand is best although the shot will require constant practice before it will be mastered. With this array of shots well in hand any player who has confidence in his own ability and who has learned to be accurate should be reasonably sure of making good a large majority of his shots.

# Women's Department

Edited by  
ALICE W. FRYMIR

## The Change in Detroit

FOR four years Northwestern High School in Detroit, with an enrollment of 2400 girls was used as an experimental laboratory in which to study the health needs of the adolescent girl. As a result of this study the old type physical education program has been gradually discarded and replaced by one for which the students are responsible. The old procedures imposed by adult authority have been pushed aside as a result of the students' feeling and analyzing their own needs.

The program to which so many of us were exposed and which so many girls are obliged to conform to even today is failing to meet the changing conditions of life situations. Every high school physical education program for girls should have its foundation in known adolescent needs for girls.

It is trite to say that physical education is or should be an integral part of the big general program of education. The newer emphasis in education is upon individual needs. An activity program in physical education should be so planned that it is both useful and satisfying to these present day needs.

The three major changes in the Northwestern High School program were: First, to extend the scope of the work from a physical education program to a health education program. Second, to substitute an achievement standard for a time requirement in the awarding of graduation credit. Third, to emphasize relatively few things in the activity program with an attempt to make "every" girl proficient enough in these activities so that she will thoroughly enjoy them and will later seek opportunities to engage in them.

There is no time spent on any system of formal gymnastics, apparatus work or organized free play.

The part of the program administered by the health counselor includes annual examinations (medical, physical, and orthopedic); remedial classes prescribed as a result of examinations for those needing nutrition class, open air class, walking group, orthopedics class or rest. Health knowledge classes are required for all the students.

The following classes are in charge of the activities department: Appraisal class for entering students; tests in fundamental skills; swimming; sports and social dancing. The required classes are prescribed according to the individual need as shown by tests: Fundamental skills class, swimming class, sports class, social dancing class. The elective pro-

gram classes are sports, swimming, and dancing. Intramural and interschool tournaments, sports days and dance recitals are sponsored by the Girls' Athletic Association as extra-curricular activities.

The Health Counselor Plan is the newest method in formulating a workable health program which aims to integrate the teaching of health by the coordination of all possible health teaching situations. A more detailed discussion of this plan will follow in a later article.

The individual and team sports on the program at Northwestern are basketball, field hockey, tennis, golf, bowling, skating, archery, and swimming. Horseback riding, riflery, and track and field are offered as extra-curricular activities along with the aforementioned sports.

"The intramural program as outlined by the Girls' Athletic Association includes activities offered in the sports classes, thereby allowing students to further their participation in games and tournaments of their own choice, and at any time during their four years at school. A student may take part in only one tournament in a single sport, either intramural or interschool during any one season."

Definite objectives, both general and specific are set up for each activity, as well as the means of achieving these objectives. The students have a definite idea of what they are to achieve in the semester's work. Too frequently the instructor in most high schools goes along from day to day not knowing herself what she expects from the students. Certainly a program with definite objectives, continuity and achievement standards should be the general rather than the exceptional procedure.

It is interesting to note the emphasis given to social dancing. The school should be the institution to teach and supervise the student in correct form and social behavior in an activity which carries over into the out-of-school life of so many students. Other types of dancing included in the program are: clog and character; country, folk, national and natural dancing. Natural dancing is perhaps given more emphasis in the Detroit school programs than in most activity programs.

The first annual Sports Day for the Detroit High School girls was in 1928. This is not interschool competition but a socializing medium at which time the girls play with girls from different high schools. The purpose was to promote interest in the sports which can be carried on for future leisure time activity. Competition was offered in field hockey, ten-

## News Comments

The Physical Education teachers on Long Island, New York, are forming a Long Island Field Hockey Club this fall. Such an organization should prove of value as hockey is one of the fall sports in practically all of the high schools on the Island.

Horseback riding is offered to the girls as an extra-curricular activity with teacher supervision in the high schools at Floral Park and Hempstead, Long Island. The fee is paid by the parents.

Nassau County High Schools, Long Island, continue to sponsor a basketball league for girls. Eleven high schools compete in the schedule. Through a personal interview with many of the women instructors in these schools the feeling was sensed that the league will be short-lived. The changing attitude is one to be commended.

The Women's Division of the National Amateur Athletic Federation with an office at 303 West 42d Street, New York City, is a National Agency, promoting and working for the best type of athletic program for girls in all institutions. It deserves your support and cooperation.

A lecture and demonstration of American Indian Dancing was given by May and Bessie Evans, October 9, at the New School for Social Research. It was one of the series of dance lectures conducted by John Martin, Dance Critic of the *New York Times*. The Misses Evans have lived among the Indians to study and interpret the meaning and execution of their dancing. The lecture and credible reproductions convinced the audience of the sincerity and purpose of the two sisters.

The Scottish Field Hockey players are visiting the United States this fall. Several match games have been scheduled for them with American teams.

Miss Christine Dobbins, Inspector of Girls' Athletics of the Public School Athletic League of New York City was married to Albert Leahy the past summer. It is fortunate for the profession that Mrs. Leahy is to continue her work with the League.

nis, golf, bowling, archery, and horseback riding.

This recreational type of competition is becoming more and more popular within the high school program for girls. It is a safe, sane, and thoroughly enjoyable type of competition. To many it is better known as the Play Day.



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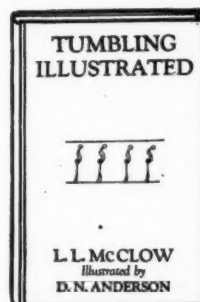
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## School Golf Is Growing

By EARL U. HARDIN

(Concluded from page 13)

I have observed what seems to me to be a false impression abroad among those who want to play golf but never have come around to it. I refer to the impression that it costs too much to start golf, that too many clubs are needed, and that they are very expensive. Sports goods dealers could well take a lesson in psychology from the fact that it often is to their advantage to sell a beginner a cheap set of clubs rather than an expensive set. If women and girls, especially, are encouraged to start with a five-dollar outfit, they will decide in a very short time that their trouble is with the clubs. They will then buy a better outfit and pass the old ones on to some friend. On the other

hand, if they buy an expensive outfit, they may become discouraged and never get their "second breath" as they will have no alibi in their equipment.

In nine cases out of ten, beginners will not become discouraged and stop playing if they are equipped originally with an inexpensive set of clubs. Rather, they will be inclined to attribute their difficulties to their cheap clubs and will buy a good outfit and keep playing. The proof of this statement is the fact that the golfers of the United States have multiplied ten-fold since the opening of municipal golf courses, and less expensive clubs have given everybody an opportunity to play.

## The Status of Blocking

(Continued from page 15)

written in the book and he declined to make public comment on the accompanying diagrams which we showed him. He voiced no objection to our publishing them.

Another member of the rules committee

said this to us: "I do not think that the matter of fouling is inherent in most blocking plays and I believe that many plays that have been termed blocking are valuable additions to the game."

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## Squash Racquets

By HARRY L. COWLES

(Continued from page 12)

foot in the "box" as he serves. He can serve from either side at the outset, but must alternate from side to side as long as he continues to hold the service. When a player loses a point, he also loses the right to serve, but the point which he loses goes to the credit of his opponent—which is different than in the game of racquets, in which only the server scores a point, on what is known as "hand in".

The racquet is 27 inches long, with a round head, strung tightly with the same type of gut that is used in good lawn tennis racquets. The ball is of black rubber, half the size of a lawn tennis ball.

On the front wall there is a strip of tin on the floor, called a tell-tale, which must be cleared on all shots, lest the rally be lost. This "tin" is 17 inches in height. Six feet above the floor is a painted stripe, one inch wide, above which a serve must hit to be good. Two serves are allowed, as in lawn tennis. The serve must not only hit above the painted line, but the ball must bound beyond the stripe that is painted on the floor ten feet from the back wall.

The scoring is simple. Each rally constitutes one point. When a player becomes proficient it is not unusual for a single rally to last twenty to thirty shots. The player winning fifteen points usually wins a game. If the score is tied at 13-all the player who is not serving decides whether the game shall be "set" for five, three or two. That means the player who gets the stipulated number of points first shall be declared the winner of that game. At 14-all the non-server can "set" the game for three or one.

The cost of courts depends almost entirely on where it is built and how much outside construction is necessary. If there is an unused gymnasium that could be utilized, the court would cost approximately \$3000. I know of clubs which have paid as much as \$10,000 for a single court, but this is due to the selection of costly wood and the manner in which it is laid.

As thousands of college squash-playing graduates scatter throughout the country there will be additional squash racquets courts built. It will take time to provide playing surfaces for high school boys because of the cost. But the time is coming when squash racquets will win recruits in the high school ranks, recruits who will feel that the benefits of the exercise to be derived will be worthy of the financial outlay to the high school student. No game, in my estimation, is better fitted for the people than squash racquets. Its appeal is universal, and I believe that within ten years it will be played by more Americans than any other game.

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## Everybody in the Game

Intramural Study by ROBERT E. LINDWALL

(Continued from page 9)

collateral physical facts, such as weight and height, and considering them as factors along with age. The height characteristic cannot be considered unless the number of such participations is large, and if height is an important consideration in that certain activity. In sports where the interest is not great we consider only the factor of weight. An example of this is found in boxing and wrestling.

The personnel of the department consists of a director, assistants from the physical education department, academic managers with assistants, and a student who writes up publicity material for the newspapers. The coaches being members of the physical education department, also help in the intramural department when they are not coaching their sport. The faculty assistants are assigned certain activities which they supervise. The director organizes all the leagues, schedules, etc., but he delegates some of these duties to his managers. In a small system the academic faculty members (especially those who had some athletic experience) could run off sports with coach organizing leagues, and teaching the game skills in his physical education work.

Two intramural managers are appointed each year from the intramural sports club. One is a senior in high school and is known as the senior manager; the other is a junior in high school and is known as the junior manager.

The senior manager is responsible for the care of all equipment used in contests. He also helps in organizing the various teams, posts schedules, keeps scores of all contests played, and keeps the permanent records up to date. At the close of the year he is awarded an official "M" with manager's emblem.

The junior manager is responsible for notifying teams when they are scheduled to play, checking attendance of players, caring for teams after contest, assisting senior manager with equipment and other detail work that director may assign. At the close of the school year he is awarded a charm or emblem for his services in the department. Assistants are taken from the intramural sport club to assist managers when extra help is needed.

Our intramural activities are divided into two types as follows: *Interclass*—where at least four teams (giving a great number opportunity to participate for the class) represent the class and the average of their teams' victories count as their status in the league. A silver cup is given to the class winning the most number of points in the four activities listed below. Winner—25 points. Runner-up—15 points.

1. Interclass pushball (one team for each class for this event).
2. Interclass swimming.
3. Interclass basketball.
4. Interclass track.

The class activities mentioned here are used because of their adaptability for large participation and are only suggested activities for interclass events.

*Individual*—There is an individual award and point system. The explanation of choosing teams for this division has already been given. This latter is the most important of the two divisions. The ten fellows scoring the most number of points during the years as per the system, later explained, win a silver cup for their awards. A card index system records each fellow's activities and points are assigned to him according to the point system. Sports are not divided into major sports or divisions. The reason for equal stress being placed on each sport is the fact that every sport has a definite value and that the sport which is a real activity to one boy may be drudgery to another. Extensive participation is the goal of the department and for that reason quite a bit of credit is given in points for just participation. Thus a great many points may be accumulated by the participation route. This was proved last year when three of the first ten men in high points were not even winners.

The point system is as follows:

5 points—Sportsmanship and reliability (a fellow is automatically given 5 points and if he fails to report for a game or does not get an excuse from the director or senior manager, 2 points are deducted for unreliability. If an individual is reported for unsportsmanlike conduct he has 2 points deducted from his total.

2 points—For participation in any intramural event.

5 points—Being on a winning team.

3 points—Member on runner-up team.

5 points—Winner in single tournament.

4 points—Being runner-up in a single tournament.

3 points—3d place winner in singles tournament.

2 points—4th place winner in single tournament.

1 point—5th place winner in single tournament.

5 points—Completing A. A. U. tests.

6 points—Completing the athlete's test (modified Delta Sigma Phi).

**EXCEPTIONS:** Track—1 point, 1st place in any event.

Swimming— $\frac{1}{2}$  point, 2d place in any event;  $\frac{1}{4}$  point, 3d place in any event. Plus 2 participation points.

Hiking— $\frac{1}{2}$  point for 1st hike, each hike following first hike to be given  $\frac{1}{2}$  point more. Example: 2d hike, 1 point; 3d hike,  $1\frac{1}{2}$  points, etc.

**Forfeits**—Two points are deducted for forfeiting a single match, or for being a member of a forfeiting team.

**Keeping Points**—Our intramural handbook contains a score sheet where each boy may keep his own points and he may compare it with records in our department at any time.

**ELIGIBILITY**—Students who have been awarded the varsity "M" are not allowed to compete in intramurals in that particular sport.

There are no scholastic eligibility requirements for intramurals unless a teacher reports that a student's work is far below average and the student needs some of his spare time for application on



his studies. Any student attending high school, including post-graduate ("M" rule applying) is eligible to compete in any of the intramural sports during the year.

A player may not play on more than one team in the same sport during the season.

Any player may be ruled ineligible to compete in future contests for unsportsmanlike conduct, refusal to abide by decision of official, or for use of abusive or vulgar language. If such a thing ever does happen, officials are asked to report the irregularity to the director.

**INTRAMURAL SPORTS CLUB**—The success of intramurals lies in the complete coöperation of not only faculty and administration, but also the student assistants. The intramural sports club is composed of fellows who are intensely interested in this type of activity. The objectives of the sports club are as follows:

1. To sponsor, promote, and conduct as many intramural sports as is consistent with the policies of the department of physical education.
2. To educate in methods of playing and officiating in the various sports.
3. To propagate sportsmanship and a spirit of fair play in all interscholastic and intramural sports among players and spectators.

Officials are chosen from this club and these boys meet once a week with the director for practice officiating and discussion of rules. This method of training officials is an efficient method of stimulating interest among a certain class who desire to have leadership duties. The club is sponsoring an intramural news bulletin to be issued once a month as their first project. They also are offering a silver cup to the boy who participates in the greatest number of intramural sports.

Another problem that confronts the

intramural program is the fact that the athletic facilities of the school are not always available for intramural use. The gymnasium presents a difficult situation due to the fact that the basketball coach must have it for varsity practice. The question arose as to the relative importance of using the entire gym for one team or for many teams? Our answer to the question may be read in our gym schedule. Our gym may be divided into two playing courts.

| DAYS           | 3:36—4:35                                          | 4:35—6:00 |
|----------------|----------------------------------------------------|-----------|
| Monday.....    | Intramural 1/2.....Varsity Varsity 1/2.....Varsity |           |
| Tuesday.....   | Intramural the whole floor                         | Varsity   |
| Wednesday..... | Intramural 1/2.....Varsity Varsity 1/2.....Varsity |           |
| Thursday.....  | Intramural the whole floor                         | Varsity   |
| Friday.....    | Intramural the whole floor                         | Varsity   |

You may see from the above schedule that the Varsity teams get on one-half the floor only twice a week immediately after school. Thus the choice periods after school are for intramural participations.

Our equipment and budget all come from the regular physical education fund. However, we find our admission fee to carnivals and special events furnishes us with enough money to carry on the program. However, we have a budget plan not dependent on sport or carnival receipts.

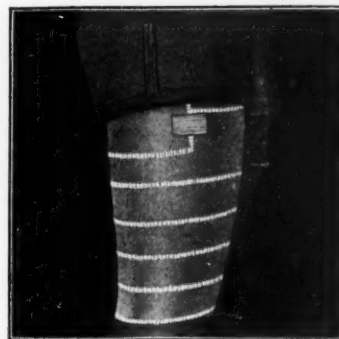
Towards the end of the school year we have our annual intramural award day when we present all the awards. The entire student body attends their functions and we carry it on exactly as other award days are conducted.

Extramural activities are worked in wherever possible. A certain period is put aside each week in the pool for practice life-saving.

The high school skating rink is at the disposal of all the students all winter. When the hockey rink is not in use for scheduled games it is usually occupied by a group of boys. During the fall and spring the tennis courts are open to all at certain periods. Horseshoe courts are available all fall and spring for practice. The ante-rooms off the gym are continually being used for tumbling, apparatus, wrestling and boxing, beside the regularly scheduled activities in these events.

Intramurals have a tremendous value, and influence the student to a considerable degree. The fellowship and recreational values, social contacts, group spirit, permanent interest in sports, scholarship, encouragement of hobbies, organic development, increase of bodily skills, and the promotion of health-giving qualities are but a part of the total contribution to the student.

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